

**IMPROVING STUDENTS' READING COMPREHENSION OF GRADE X IIS 1  
AT SMAN 1 KASIHAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH  
THE USE OF RECIPROCAL TEACHING**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education Department**



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**ENGLISH EDUCATION STUDY PROGRAM  
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YOGYAKARTA STATE UNIVERSITY**

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**APPROVAL SHEET**

**IMPROVING STUDENTS' READING COMPREHENSION OF GRADE X IIS 1  
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**A Thesis**



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## RATIFICATION

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#### A THESIS

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menyatakan bahwa karya ilmiah ini hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 12 September 2015

Penulis,



Retno Palupi Dyah Ambarsiwi

## DEDICATIONS

This thesis is dedicated to my beloved parents,

***Saliman & Erna Wahyuningsih***

for their endless love, support, and prayers.

## MOTTOS

They plan, and Allah plans. Surely, Allah is the Best of planners.

(The Quran, Surah al-Anfal : 30)

Start by doing what's necessary; then do what's possible; and suddenly you are  
doing the impossible.

*(Francis of Assisi)*

Whatever you are, be a good one.

*(Abraham Lincoln)*

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is not perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 12<sup>th</sup> September 2015

The writer,



Retno Palupi Dyah Ambarisiwi

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# **IMPROVING STUDENTS' READING COMPREHENSION OF GRADE X IIS 1 AT SMAN 1 KASIHAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH THE USE OF RECIPROCAL TEACHING**

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## **Abstract**

This research aims at improving the reading comprehension of grade X IIS 1 at SMAN 1 Kasihan in the academic year of 2014/2015.

The study is action research. It was done in collaboration with the students, the English teacher, and the researcher's colleague. The steps of the research were planning, action and observation, and reflection. The subjects of the research were 32 students of grade X IIS 1 at SMAN 1 Kasihan. The research was carried out in two cycles and the data were collected both qualitatively and quantitatively. The qualitative data were collected through observations and interviews by using observation checklists and interview guidelines, whereas the quantitative data were collected through tests. The qualitative data were analyzed through assembling, coding, and comparing the data, building interpretations, and reporting the outcome while the quantitative data were analyzed by means of the descriptive technique to obtain the mean and standard deviation. SPSS version 16.0 was also applied to analyze the students' scores to investigate the improvement. The validity of the qualitative data was democratic validity, outcome validity, process validity, dialogic validity, whereas the quantitative data was content and face validity. The reliability of the qualitative data was obtained through time triangulation and investigator triangulation, whereas that of the quantitative data was obtained through analyzing the test items using an Item and Test analysis application, ITEMAN 3.00.

The results of the research show that using reciprocal teaching improves students' reading comprehension. The students' problems in reading comprehension were solved by providing scaffolding, promoting student-teacher interaction, and using key reading strategies in reciprocal teaching: predicting, questioning, clarifying, and summarizing. Predicting links what the students already know about the topic with the knowledge they are about to acquire through reading. Questioning helps them identify information, themes, and ideas that are important in a text. Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of the text. Summarizing checks whether they understand the text or not. The improvement was also proved by students' mean score in the posttest which was higher than that in the pretest. The mean score in the posttest was 77.88, whereas in the pretest was 66.03. That showed that using reciprocal teaching improved students' reading comprehension significantly.

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher explains the background of the study and the identification of the problems as well as the delimitation of the problem. The formulation of the problem, the objectives of the study, and the significances of the study are also presented here.

#### **A. Background of the Study**

In Indonesia, English is taught as a foreign language, and the purpose of learning English is for communication. To communicate efficiently, learners need the four skills of listening, speaking, reading, and writing. Of all these four skills, reading is regarded as the most necessary for students in both classroom context and real life context. In classrooms of higher education, or university level, students need efficient reading skills to comprehend a lot of reading materials from various sources related to their studies. Therefore, because of the expectations for academic success in all areas of learning, high-school students, as beginner of English learners, need to start to develop their English reading comprehension abilities in order to develop themselves and become independent readers.

High-school students in Indonesia do not seem to have sufficient opportunity to develop reading abilities, since most of the time English language teaching emphasizes on linguistic knowledge such as grammar points and vocabulary. This

may come from many causes, including classes of a large size, limited reading strategies, and the methods of teaching reading comprehension in classrooms.

Reading classes in Indonesia tend to consist of 32 students, which is in line with Government Regulation No. 74 year 2008 and *Permendiknas* No. 41 year 2007 stating that the minimum number of students in high-school classes is 20 students and the maximum is 32 students. In result, the learners have little opportunity for interaction and consultation with the teacher about their reading difficulties and for assistance with their specific reading problems. In addition, students themselves are not aware of their own difficulties in reading. They either lack of knowledge of proper strategies in reading or do not know how to apply the strategies. Moreover, the method of teaching English reading commonly used in Indonesia is traditional method, which is based on translation from English into Indonesian and where students straightforwardly answer questions after reading. Such traditional instruction does not seem to succeed to develop students' ability to comprehend English texts. Therefore, teachers need to find a proper method to based on a teach English reading which would help the students construct meaning from a text, instead of only translating it.

Based on the facts described above, the researcher attempts to improve students' reading comprehension through reciprocal teaching. Many engaging and involving teaching techniques need to be put into practice, reciprocal teaching is one of which. According to Palinscar (1986), students involved in reciprocal teaching process are to check their own understanding of the material they have encountered.



The technique trains the teacher to interact and conduct two ways communication with the students as an attempt to help them comprehend texts.

The researcher believes that applying reciprocal teaching technique will help teachers lead the students to understand English texts. Therefore, the researcher will conduct an action research to improve the teaching and learning process of reading at SMAN 1 Kasihan through the use of reciprocal teaching technique.

## **B. Identification of the Problem**

Based on the observation and interview done on Saturday, the 4<sup>th</sup> of April 2015, there were some problems found in the teaching and learning process of reading at SMAN 1 Kasihan. The problems are as follow.

The first problem is the students' low motivation in reading. This was indicated by most students who were passive during the teaching and learning process. They did not show satisfying eagerness in paying attention to teacher's explanation. When being questioned, most of them remained silent, showed little response, and stared blankly at the passage. Moreover, the researcher found that the students' belief that English language was difficult which caused them to be lazy and unmotivated to be involved in the process. They perceived themselves as incapable to learn the language which prevents them from trying.

Another problem laid on the background knowledge of the students, including their vocabulary mastery, familiarity with the topic, and linguistic competence. The existence of low-frequency words in a text contributed so much to students' comprehension failure. Likewise, unfamiliar or peculiar topics also had the students

lose interest in reading. The lack of linguistic competence also played a role in comprehension breakdown when they come across complex sentences containing complex noun phrases in the texts.

The next problem is related to the teaching techniques implemented by the teacher in the teaching and learning process. The teacher frankly mentioned that she faced difficulties in choosing the most appropriate way to transfer reading skill to the students. She figured that the most difficult part in teaching is attracting students' willingness to engage to the lesson. Though she had prepared various inviting materials, the students did not seem to bother interacting with the teacher and also with one another. Most students remained passive regardless of teacher's effort to engage them.

All of the problems mentioned above need to be solved in order to create effective teaching and learning process of reading within which the students can learn best. Many alternatives can be implemented in order to achieve it.

### **C. Delimitation of the Problem**

In reference to the identification of the problems above, problems encountered in the teaching and learning process are complex. It is not possible to solve each of the problems at once. Therefore, the problems of the research are limited on improving reading comprehension by employing reciprocal teaching. The reason for choosing the technique is that it promotes interactive learning activities supported by integration of four key reading strategies and it provides guidance for the students to be independent readers as well. Bringing students to experience interactive in-class

activities is a /potential solution for the problem. It increases students' motivation in reading and ensures equal students' participation.

#### **D. Formulation of the Problem**

In line with the identification of the problem and the delimitation of the problem, the research focuses on improving reading comprehension of tenth grade students at SMAN 1 Kasihan through implementing reciprocal teaching technique. Therefore, the formulation of the problem is presented as follows “How can reciprocal teaching be employed to improve reading comprehension of grade X IIS 1 students at SMAN 1 Kasihan in the academic year of 2014/2015?”

#### **E. Objective of the Study**

The study aims at improving reading comprehension of grade X students at SMAN 1 Kasihan through implementing reciprocal teaching technique. It is expected that the study solves the problems related to teaching techniques which occur in the context. Reciprocal teaching is believed to bring about improvements on students' reading comprehension because it gives the opportunities for both teachers and students to practice meaningful and purposeful communication about texts. Thus, modifying the teaching technique by implementing reciprocal teaching technique is expected to attain better reading comprehension.

#### **F. Significance of the Study**

This study covers two types of significance, namely theoretical significance and practical significance.

## **1. Theoretical Significance**

The study enriches educational research which relate to the implementation of reciprocal teaching technique in reading class. The findings of the research could give more insight about this activity for other researchers who carry out the same study in different settings. In addition, the finding of the research could be beneficial for material developers in putting their selection and sequence on designing more useful reading activities.

## **2. Practical Significance**

The results of the study are expected to be useful for:

### **a. The Students**

This study gives the students meaningful experiences about improving reading comprehension by implementing reciprocal teaching technique. They will receive appropriate treatments which facilitate them in the process of learning reading. Besides, it also provides them a good learning environment which may help improving their motivation in learning reading.

### **b. The Teachers**

The study provides informative input for the teachers about an appropriate teaching technique to be used in the teaching and learning process of reading. It shows the procedures of how to implement the technique in reading class. Thus, this study can be used as a reference for the teacher to implement such a technique in order to vary the teaching techniques used in class and to avoid monotonousness in teaching.

**c. Other Researchers**

This study can be a reference to other researchers who will conduct similar research to improve the teaching and learning process of reading. The findings are expected to give a real understanding to the researcher on applying their knowledge in the real field.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents a review of related theory contextualized to the topic being studied. This chapter includes two subchapters: literature review and conceptual framework. The literature review discusses theories related and theoretical framework summarizes all relevant theories to analyze the research problems.

#### **A. Literature Review**

##### **1. Theories of Reading**

###### **a. Definitions of Reading**

Reading is the fundamental skill upon which all formal education depends (Moats: 2004). Therefore, reading is a very important activity in human's life. This is due to the fact that people mostly get information through reading. In this modern era, where every aspect of human's life keeps developing, reading becomes a way to keep updated since the development is recorded and issued through media including printed media and internet.

There are many definitions of reading stated by linguists and experts based on their own view. Moreillon (2007:10) defines reading as using printed information and visual information to get the meaning or the message conveyed in a text. While Catherine Wallace (1992:4) defines reading as interpreting means reacting to a written text as a piece of communication intent on the writer's part which the reader has some purpose in attempting to understand. In other words, reading is what

happens when people look at a text and assign meaning to the written symbols in that text.

Finally, based on experts' definitions above, the writer concludes that reading is an activity to construct meaning which involves interpreting meaning from written text or written symbols.

### **b. Reading Skills**

Reading is an activity done by people for certain reasons or purposes. Spratt, et al. (2005:22) state that the reason why people read may affect their way of reading or which reading sub skill they want to employ. There are sub skills of reading that can be used for different reasons of reading. They are reading for specific information or scanning, reading for gist or skimming, reading for details, extensive reading, and intensive reading.

In order to achieve different purposes in reading, readers need to master reading skills. Brown (2004: 187 – 188) divides reading skills into two big elements, that is, micro skills and macro skills. The details are as follow.

#### **Microskills**

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English, Retain chunks of language of different lengths in short term memory,
- 2) Process writing at an efficient rate of speed to suit the purpose,
- 3) Recognize a core of words, and interpret a word order patterns and their significance,
- 4) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms,
- 5) Recognize that a particular meaning may be expressed in different grammatical forms,

- 6) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

### **Macroskills**

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation,
- 2) Recognize the communicative functions of written texts, according to form and purpose,
- 3) Infer context that is not explicit by using background knowledge,
- 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
- 5) Distinguish between literal and implied meanings,
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata,
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

(Brown, 2004: 187 – 188)

In order to train his/her students to be independent readers, a teacher should introduce those skills in the teaching and learning process of reading and if possible, help the students to master them. In this research, the researcher focused on improving the skills to recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses, and to develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.



### **c. Models of Reading**

To describe the interaction between a text and its reader, Barnet (in Aebersold and Field, 1997: 17) describes three models of how reading occurs: the bottom-up model, the top-down model, and the interactive model.

According to Carrell (1989), the bottom-up reading process begins with decoding the smallest linguistic units, especially phonemes, graphemes, and words, and ultimately constructs meaning from the smallest to the largest units. While doing this, the readers relate their background knowledge to the information they find in the texts. However, the disadvantage of this model is that the readers will only be successful in reading if they are able to decode the linguistic units and to identify their relationship. Yet, it is impossible for the readers to store in their memory the meaning of every word in a passage.

The top-down model was first introduced by Goodman (1967). He proposed the idea of reading as a “psycholinguistic guessing game” in which the reader uses his background knowledge to connect with a text and to relate it to new information found in the text in order to understand it. Here, the readers need not to know the meaning of every word in a passage. The other way around, they concentrate on understanding the context which then leads them to guess the meaning of the unfamiliar group of words. Thus, comprehension begins from higher level of thinking and moves to the lower level.

The interactive model makes use of both bottom-up and top-down models. Nuttall (1996) in Brown (2001) argues that when readers are reading a text, they shift

from one to another. It can be from top-down to bottom-up or from bottom-up to top-down. The shifting is continuously done by them.

Successful readers usually modify their model based on their need of a particular text and situation. The interactive model, which is the combination of the bottom-up and top-down processes, leads to the most efficient processing of texts. It is the model used in reciprocal teaching, which is discussed later.

## **2. Theories of Reading Comprehension**

### **a. Definitions of Reading Comprehension**

Reading cannot be separated from the knowledge readers bring to a text in understanding reading, namely schema and strategies because in the process of decoding written symbols to assign meaning, the writer's intended meaning may differ from the meaning perceived by the readers. In line with this, the meaning which one reader gets from a text may not be the same as that of other readers reading the same text. This occurs because of influences of the reader by family, community, and cultural environment and because of individual differences in motivation, aptitude and other personal characteristics (Aebersold and Field 1997: 15).

According to Brown (2001: 306), reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. In reading comprehension, one must have knowledge in understanding the text. It means that the reader should build an image on what he/she is going to read about, intending to make the text easier to be understood.

From the definitions above, reading comprehension can be concluded as the ability to link prior knowledge and new information in the texts to decode meaning and to understand what the writers try to convey in the texts.

#### **b. Reading Comprehension Strategies**

Moreillon (2007:10) defines strategies as tools that proficient readers use to solve the comprehension problems they encounter in the texts. While Richards and Schmidt (2002) believe that strategies are ways that are used to reach a certain goal. Therefore, it can be concluded that strategies are ways to understand texts easily. Related to achieving reading comprehension, there are some strategies that may be useful. Brown (2001) suggests ten strategies for the reading comprehension that can be applied in the classroom as stated below:

##### **1) Identifying the purpose in reading**

As stated in the previous discussion, readers have their own purposes why they are willing to read. They want to achieve something or they want to pursue their goal by reading. Students are the same. They also have their own goal and want to get something by reading. Therefore, teachers should be able to guide their students to understand the purpose of their reading. Activities and materials given to the students should be able to represent the purpose of their reading because reading activities and materials will be more meaningful if they know the reason why they are asked to read.

## 2) Using graphemic rules and patterns

In reading, readers will try to make an association between the phonological aspects and the written form in order to know well the content of a text. They tend to use their linguistic knowledge, for example: sounds and lexical words, rather than their knowledge of the world to help them understand the meaning of a sentence or a paragraph. This tendency also happens to students. They often argue that they do not want to read or they are not willing to read because they do not understand what is meant by the words, how to pronounce the words and so forth. It can be concluded that they tend to use their linguistic knowledge first when they are asked to read. Therefore, teachers should be able to make the reading activities that involve graphemic rules.

## 3) Using sufficient silent reading technique

Silent reading techniques can be used for enhancing and improving reader's comprehension ability. As what have previously been discussed, the main goal of the reading activities is to make them understand the content or the message conveyed in a text. As long as they can understand the content, it is not necessary for them to understand the meaning of each word. That is the essence of silent reading techniques that can help the readers understand the content, not lexical words presented in the text. Therefore, teachers should be able to guide their students to effectively use silent reading techniques to understand or comprehend a text as a whole in the teaching and learning process.

#### 4) Skimming

Skimming is one of the strategies that can be used to enhance readers' comprehension ability. Skimming is a strategy used in reading in which the readers' task is to predict and to find any important information from a text that can help them understand the text before they read the text deeper. Related to the teaching reading, by using this strategy, it is expected that teachers can make use of the schemata theory to help their students comprehend the given text. They may start focusing the students' attention on the title of the text and asking them to predict the content from its title before they go further reading the text.

#### 5) Scanning

Readers can comprehend the content of a text through scanning. Scanning is a strategy to find specific information. By knowing any specific information needed, the readers can construct their understanding. By applying this strategy, they do not need to read the whole text in order to comprehend and catch the message conveyed in the text.

#### 6) Using semantic mapping

Semantic mapping or clustering is a strategy used by readers in which they break a big idea of a text into smaller groups of ideas. This strategy is expected to help them understand the content of a certain text by identifying, analyzing, and comprehending each smaller group of ideas before they come to a conclusion by connecting their understanding of each group of ideas. By applying this, teachers

guide their students to make an association between a certain topic of a text and their knowledge that they already have in their mind.

#### 7) Guessing

In dealing with difficult words, readers tend to look up the words in their dictionary. Nevertheless, depending too much on dictionary does not guarantee that they comprehend well a certain text since they only know the meaning in the words level. Moreover, looking up the difficult words in the dictionary takes time. Therefore, teachers should be able to guide their students through whatever clues presented in the text that can be used to guess the meaning of words and the content of the text. The students may look at language-based clues such as word analysis and word associations or even non-linguistic clues such as the context, the given situations, and the background knowledge that they already have.

#### 8) Analyzing vocabulary

Having good vocabulary mastery is important. It is easier for readers to comprehend the content of a text if they know meanings of each word used in the text. Because it seems impossible to know all meanings of all words, guessing the meaning of each word can be applied through analyzing the word. In a classroom teaching and learning process, students should be guided to break a word into its smallest unit. By looking at the morpheme of a word, grammatical context or any possible association of the vocabulary with the context of the text, they are expected to be able to understand the vocabulary.

9) Distinguishing between literal and implied meaning

This strategy needs a higher reading skill because sometimes a sentence cannot be interpreted as what it is written. Sometimes, the meaning of a sentence is in the form of an implication in which it has implied meanings. It is because a sentence may have semantic information and pragmatic information. Therefore, readers should analyze beyond the literal form in order to get the meaning of the sentence. To help students distinguish between literal and implied meanings, knowing the context or situation presented in the text is important. By knowing the context of what is being discussed in the text, it will be easier for them to generate the literal and implied meanings.

10) Capitalizing on discourse markers to process relationships

Discourse markers can be simply defined as a set of words that can be used as signals that can help readers draw a relationship among words or sentences. By helping students understand and be familiar with various discourse markers with their own characteristics, their reading comprehension ability can be improved.

The ten reading comprehension strategies should be considered by teachers when teaching reading classes. They teachers may decide whether they want to use all strategies or to pick only some strategies. Using and choosing the strategies to be applied is based on teachers' personal judgment because the situation and condition in one field are different from another.

### **3. Teaching Reading**

According to Brown (2000: 7), teaching is guiding and facilitating learning, in the forms of enabling the learners to learn and setting the condition for learning. Thus it can be concluded that teaching reading refers to an activity which enables the learners to learn reading by guiding, facilitating, and setting the appropriate condition for them to do so. In teaching reading, teachers' role is not only to transfer the knowledge to their students, but also to improve students' reading ability. Teachers are expected to provide proper model, guidance, and task within a condition where the students learn best in order for them to become independent readers.

Reading serves as the fundamental skill to be mastered for students who wish to develop themselves. Richards and Renandya (2002: 273) suggest that it is realistic due to the following reasons. Firstly, those who read well are able to acquire various goals for their future, including keeping up to date to the information around them, and for pleasure. Secondly, reading connects them to numerous kinds of written text which provides pedagogical values as well as linguistic exposure. This has proved that reading plays an important role in the world of education.

The two reasons presented above emphasize the importance of conducting an effective and efficient teaching and learning process of reading. To be able to do that, teachers must consider the principles of teaching reading and teaching reading for particular group of students, in this case is that of high school level.



### **a. The Principles of Teaching Reading**

When teaching reading, teachers must take into account principles of teaching reading. Nation (2009: 6 – 8) states that there are four principles of teaching reading i.e. meaning-focused input, meaning-focus output, language-focused learning, and fluency development.

#### **1) Meaning-focused Input**

The main points in this principle are categorized into three. Firstly, the reading activities should be conducted for a range of reading purposes i.e. reading to search for information, reading to learn, reading for fun, reading to integrate information, reading to critique text, and reading to write. Then, a teacher should develop reading lessons which suit learners' language proficiency level. Lastly, reading should be treated as a way to develop students' language proficiency level. When reading, students are able to improve their reading sub skills, for example learning new vocabularies from the text.

#### **2) Meaning-focused Output**

This principle emphasizes that a reading course should be integrated with other language skills namely listening, speaking, and writing. Brown (2001: 298) argues that reading is developed best in association with writing, listening, and speaking activities. He gives further explanation by stating that the integration of the skills might occur as follows: a pre-reading discussion on the topic to activate schemata, listening to a lecture about the topic, a focus on a certain reading strategy such as scanning and skimming, and writing a summary of the passage.

### 3) Language-focused Learning

This principle suggests that reading should be able to help students develop their reading skills. Therefore, the teaching of reading should be done based on the micro skills of reading, including the language features related such as phonemic awareness, phonics, spelling, vocabulary, and grammar. Beside reading skills and language features, learners should be given the reading strategies for example previewing, predicting, posing questions, connecting with background knowledge, and guessing meaning from context. Moreover, the learners should be given models and practices in integrating those skills using strategies like reciprocal teaching or concept-oriented reading. The learners also need to be made familiar with generic structure of such commonly occurring texts as descriptive, argumentative, reports, recounts, and narratives.

### 4) Fluency Development

The principle consists of three points. First, a teacher should help and persuade students to develop their fluency in reading. The next point is that he/she needs to provide extensive reading activities for the learners. The last thing stressed in the principle is that students are encouraged to enjoy reading and thus, are motivated to read independently.

Understanding the four principles of teaching presented above, a teacher is more likely to develop appropriate reading activities. When designing reading lesson, he/ she should look back to the principles and consider them carefully.

## **b. Teaching Reading in Senior High Schools**

High-school-student age is in the critical age, because they are in the transition age, from childhood to adulthood. Their range of age is twelve to eighteen or so. These critical-aged students, or “terrible teens” (Brown, 2001: 92), are at the age of transition, confusion, self-consciousness, growing, changing bodies, and changing minds. Being in the process of finding their identity, they tend to be disruptive in class and may cause discipline problems as well. (Harmer, 2001: 39)

The complexity of the students challenges the teachers to plan activities that suit them to fulfill the needs. The type of the technique, the classroom management, the body language, the teacher-student exchanges, and the relationship that those changes convey are aspects that an ESL teacher should pay attention to (Brown, 2001: 93). However, teenagers are potential learners because they possess great capacity to learn, to create creativity, and to commit themselves passionately to things which interest them.

Discovering the characteristics of the students to be taught, it is necessary to plan appropriate reading activities in order to maximize their potential in learning. However, the activities designed should be adjusted to suit the curriculum applied in the school. Which curriculum applied depends on which school it is. The school where this study was conducted happens to implement Curriculum 2013. It is based on the scientific approach where the lessons conducted must fulfill five stages, namely observing, questioning, gathering information, associating, and communicating. The Curriculum contains four core competences and a set of basic

competences for each core competence. The core competences and basic competences used as the focus in this study are presented in Table 1.

**Table 1: The Core Competences and the Basic Competences of Reading in Senior High Schools Semester Two**

<b>Core Competence</b>	<b>Basic Competence</b>
3. understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture, and humanities.	3.10. Analyzing social functions, structures, and language features of narrative texts in the forms of folklores.
4. Processing, reasoning, and reviewing the knowledge learned in school and able to use the method according to the rules of science	4.15. Understanding short spoken and <b>written</b> narrative texts

Table 1 shows that the students are expected to be able to deal with functional texts in the form of narrative. They have to be able to understand the essence of the texts and to find out the implementations in the daily life. It is not easy so that they need to have good reading comprehension ability as their tools to perform as expected.

### **c. Assessing Reading Comprehension**

In order to know the students' achievement, the teaching and learning process should be assessed. In assessing their achievement in reading, there are many techniques that can be applied. Alderson (2000) proposes some reading assessment techniques, as follows:

### 1) Cloze test

It is one of the reading assessment tasks or techniques in which the task is constructed from a collected text arranged by applying both random and fix deletion procedures for words. In order to help the test-takers easily fill in the words, the testers consider the context of the text as an important point in deleting the words. By doing this, the test-takers are able to guess the missing words by referring to the context.

### 2) Multiple-choice techniques

One of the most common techniques used to assess students' reading achievement is by using multiple-choice format. It is because this technique is easy to administer and to be scored quickly. In this type of tests, the test-takers are to choose a possible answer from the options given. In applying multiple-choice technique, the testers should consider some aspects such as the difficulty of items used and the distracters used in the options given.

### 3) Matching techniques

Matching technique is one type of the reading assessment techniques in which the test-takers are to perfectly match the items being questioned with their correct answers.

### 4) Ordering tasks

In this type of the reading assessment techniques, the test-takers are presented with words, sentences, and paragraphs that are not arranged in an appropriate order.

Their task is to arrange scramble words, sentences or paragraphs in a correct order.

The words, sentences, and paragraphs used are randomly arranged by the testers.

#### 5) Dichotomous techniques

It is similar to multiple-choice techniques in which the task has options to choose. Multiple-choice techniques usually have more than two options, while dichotomous techniques only give two options to the test-takers.

#### 6) Editing Tasks

Editing tasks require the test-takers to carefully analyze a sentence, sentences and even a passage, to identify and to correct errors occurred. The errors can be presented in multiple-choice format in which they only need to choose an answer from options given or in more open format in which they are given specific commands in identifying and correcting errors.

#### 7) Short-answer Tests

Designing a multiple-choice test is sometimes difficult. It is because the testers should consider the difficulty of the items used and the distracters used as the options. One of alternative to multiple-choice tests is by using short –answer format. In this type of the reading assessment techniques, the testers only design questions used for checking reading comprehension without giving any option. The test-takers' task is to give short responses to the questions.

#### 8) Summary Tests

It demands the test-takers to read a passage or a text and to find main ideas and important information conveyed in the text. After that, they have to make a summary of what they have read.

From the explanation above, it is shown that there are many ways that can be used to assess the students' reading comprehension. The teachers may use any techniques that they want to apply in their teaching and learning process. In this study, the researcher uses multiple-choice techniques since it is practically easy to administer and to be scored quickly.

#### **4. Theories of Reciprocal Teaching**

##### **a. Definitions of Reciprocal Teaching**

Reciprocal teaching is one of many effective techniques used in teaching reading. It is designed by Anne Marie Palincsar, from Michigan State University and Anne Brown, from the University of Illinois. It is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students (Brown & Palincsar, 1989; Palincsar, 1986; Palincsar & Brown, 1984). The goals of reciprocal teaching are for the students to learn the reading comprehension strategies, know how and when to use the strategies, and become independent in the use of the strategies.

Four activities are integrated into the technique i.e. predicting, questioning, summarizing, and clarifying misleading or complex sections of the text (Palincsar and Brown, 1984). Oczkus (2004) agrees by stating that reciprocal teaching consists of

four main strategies which teachers and students employ together to comprehend text: predicting, questioning, clarifying and summarizing. Those strategies emphasize that a teacher implementing reciprocal teaching must transfer responsibility to the students, focus on process rather than products, and teach students to be strategic readers (Palincsar, in Richards, 2003).

The technique aims at improving reading comprehension through the use of student-teacher collaboration. It occurs in the form of conversations between the teacher and a group of students. Assuming the role of teacher is leading the discussion, the teacher and students take turns giving views about a passage. As stated by Carter and Fekete (1995), reciprocal teaching is characterized as a dialogue taking place between the teacher and students resulting in students learning how to construct meaning. Dialogue refers to the discussions, questions and answers, and feedback that occur during the process of reading and understanding the text (Carter & Fekete, 2001; Palinscar, 1986).

Generally, reciprocal teaching stages go as follows. Teacher leads a discussion of the text, while modeling the four reading comprehension strategies. During this process, the teacher encourages students to ask questions of both the text and strategies. The teacher uses this dialogue to foster both reading comprehension and strategic cognition. This general process of reading, dialoguing, and clarifying, continues throughout the length of the text. However, as students become more involved with the dialogue process and the reading comprehension strategies, the teacher begins to have students take the role of instructor or dialogue leader.



As students begin to engage and are ready to lead the dialogue process, the teacher changes the role into a guide or a facilitator, rather than a leader. As stated by Palincsar & Brown (1984: 13), the instructor models and explains, relinquishing part of the task to novices only at the level each one is capable of negotiating at any one time. Increasingly, as the novice becomes more competent, the instructor increases her demands, requiring participation at a slightly more challenging level.

Based on theories presented above, the researcher concludes that reciprocal teaching is a teaching technique which promotes reading comprehension by making use of student-teacher interactions. The technique consists of four strategies: predicting, questioning, clarifying, and summarizing. The teacher initially invites students' insights and opinions by modeling and explaining, but eventually guides them to be able to lead themselves by giving comments, requesting clarifications, and suggesting other questions to other students' remarks.

#### **b. Features of Reciprocal Teaching**

According to Palincsar and Brown (1984), reciprocal teaching is an instructional approach that can be best characterized by three main features: (a) the scaffolding and explicit instruction which a teacher uses and which include guided practice and modeling of comprehension-fostering strategies, (b) the four main reading strategies of predicting, generating questions, clarifying, and summarizing, and (c) social interaction which provides opportunities for learners to improve their cognitive, metacognitive and affective strategies and offers them chances to share ideas, increase confidence, and learn from their peers.

### **1) Scaffolding and Explicit Instruction**

Graves & Graves (2003), Pearson and Fielding (1991), and Rogoff (1990) have defined scaffolding as an effective way to assist students in reaching their higher ability by supporting their accomplishment of a task they could not complete by themselves. Once this level of performance is reached, the teacher decreases his or her responsibility whereas the students take more responsibility in their reading tasks until they become fully independent readers (Mallock, 2002). The teachers should provide enough models and explanations so that the learners do not give up on the task, but at the same time they should not overly scaffold in a way that the learners are not given enough opportunities to work actively by themselves.

Reciprocal teaching provides scaffolding through explicit instruction which includes the modeling and explanation of the four main strategies, guided practice, independent practice, and the application of the strategies on their own. Rosenshine and Meister (1994) state that it is easy to memorize strategies, but it is difficult to transfer or apply independent strategic thinking. Teachers need to show their students how to do this through explicit instruction that includes motivating the learners, pointing out important features, and giving solutions to problems.

### **2) Four Main Reading Strategies of Reciprocal Teaching**

Graves, Connie, and Bonnie (1998) explain that reading strategies are conscious and flexible plans that readers apply and adapt to a variety of texts. Reading strategies indicate how readers understand a task, what textual clues they attend to, how they make sense of what they have read, and what they do when they

do not understand the reading texts (Block, 1992). In order to help students to comprehend reading texts, it is necessary for the teachers to teach reading strategies in English classrooms. That is, the teachers need to teach reading strategies with the proper steps.

The reciprocal teaching approach concentrates on four key reading strategies: predicting, questioning, clarifying, and summarizing. Each strategy is useful for students to comprehend a reading text and can be used separately or combined according to the situations, problems, and reading purposes the readers face (Wiseman, 1992).

The first strategy is predicting. It involves combining student's current knowledge, new knowledge from the text, and the text's structure to generate predictions. The purpose of this strategy is to link what the student already knows about the topic with the knowledge he is about to acquire through reading. In other words, predicting makes the readers actively think on the text while reading (Duffy, 2002). The more a student predicts what will come next in a text, the more likely he will read the text with understanding. He will be more encouraged to continue reading the text out of curiosity. If the initial prediction is incorrect, a new one can be made and tested afterwards.

In predicting, students are required to activate their current knowledge and relate it to the knowledge found in the text. Prediction is an important strategy that helps students to set a goal before reading. It also motivates them to keep reading in order to discover how accurate their prediction is.

The second strategy is clarifying. Clarifying is the strategy that readers use while monitoring comprehension. It involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. It may include items which prevent students from comprehending fully such as odd sentences or structures, unfamiliar vocabularies, unclear references. This strategy triggers the students to be active thinkers because it challenges them to construct meaning by employing such strategies as re-reading, guessing meaning from context, and using additional resources e.g. dictionary or thesaurus.

The third strategy is questioning. It involves the identification of information, themes, and ideas that are important in a text. Oczkus (2003:17) views questioning as an important strategy for good readers. It provides a chance to explore their understanding in depth. Rosenshine, Meister, and Chapman (1996) explain that when readers create questions, they pay more attention to the content. Questioning and answering make reading an active process. In reciprocal teaching, when students generate questions, they also generate answers that they expect to be correct. If a peer gives a different answer, they then need to re-think to find the right answer. Some useful question words to be used are who, what, when, where, why, and how.

The last strategy is summarizing. In summarizing, students are required to identify the key idea of each paragraph. A good summary does not include details that are not important. Doing this, they must first identify which piece of information in a paragraph is important and which is not. Summarizing the main idea in each paragraph of a text helps students not only to connect what they already know to the

present piece of reading, but also to predict what might happen in the next paragraph to check the accuracy of their prediction (Greenway, 2002). This strategy clearly indicates whether they understand the text or not.

### **3) Social Interaction**

In reciprocal teaching, students learn the four main strategies through the teacher's modeling and, later, they are required to work in cooperative groups. They work together to think of the four main strategies they have learned, what strategies to use, and when and how to use them, as well as why to use them. This plays the role as the guided practice for them before trained to be independent readers. What need to be done this stage are first, the students build their own understanding of a text employing the strategies that they have learnt on their own, and then they share it with the group and exchange questions and comments. One student must be assigned to be the group leader beforehand. Each participant in a group has a chance to be a leader and manages group work by discussion through the four main strategies.

Social interaction is important because it promotes social learning. In the reading classroom, working in a group provides opportunities for students to improve their cognitive, metacognitive, and affective strategies. Finally, students create new knowledge from what they internalize in order to reach a higher development of their potential (Stevens, Slavin & Farnish, 1991).

The three features help improve the students' ability to resolve comprehension difficulty, to reach a higher level of thinking, to build metacognition, and to increase motivation. Students can promote their metacognitive awareness: planning before

they read, comprehension-monitoring or control of their own reading process while reading, and self-evaluation while reading and after reading.

### **c. Reciprocal Teaching and Reading Comprehension**

Palincsar and Brown (1984) explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is a method through which students are given models and explanations, are guided in applying reading strategies, and are trained to be independent readers in a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension (Dole et al., 1991). Palincsar and Brown (1985) stated that those four main strategies were based on the following criteria: 1) the successful readers employ these strategies; 2) these strategies support both comprehension monitoring and comprehension fostering; 3) each strategy is applied when there is a problem in reading a text; 4) these strategies are regarded as metacognitive strategies.

Students who are taught using reciprocal teaching are more aware of their own thinking and understanding through the reading process. They are trained to build such effective reading plans as setting a goal to be achieved while reading as well as making and testing predictions and interpretations, questioning themselves to check understanding, and evaluating their own reading process. Reciprocal teaching technique improves students' awareness of being active readers in order to avoid comprehension failure.

In conclusion, reciprocal teaching is a technique which provides reading instructions that emphasize on metacognitive awareness reflected by applying four key reading strategies. Its goal is to improve readers' reading comprehension and to facilitate them to become independent readers. It offers three features: scaffolding and direct instruction, practice of the four main strategies, and social interaction.

## **5. Related Studies**

Weedman (2003) conducted a study at a high school in Kentucky, United States, to reveal the effect of using reciprocal teaching strategies on the reading comprehension of 9<sup>th</sup> grade students who were divided in four groups: one given instruction in the four reciprocal teaching strategies, another given no instruction in reciprocal teaching strategies, another given only the summarization strategy, and the other given only the generating question strategy. The results of the same reading comprehension test given to the four groups were compared. No significant difference was found among any of the groups' pretest and posttest results. However, the test scores of the group that received instruction on all four key strategies were higher than the group that received instruction on only one strategy.

Clark (2003) studied the efficacy of reciprocal teaching with adult high school students on reading comprehension. Fifteen students of mixed abilities and ethnicities, aged sixteen to fifty, participated in the 5-week study. The instruments in this study consisted of written assignments, group discussions, and surveys of the students' opinions on reciprocal teaching. Group discussions and written assignments were analyzed. The results from the surveys showed that 90% of the students reported

benefits from using reciprocal teaching and preferred it to traditional instruction; 40% of them stated that reciprocal teaching improved their reading comprehension.

In conclusion, most studies on reciprocal teaching at high school level showed positive effects. Students who received explicit instruction on the four strategies through reciprocal teaching showed a better performance than those who did not.

## **B. Conceptual Framework**

Reading is one of the most important macro skills of language to master by students. Ideally, the teaching and learning process of a language provides adequate opportunity for the students to improve reading comprehension so that students are able to broaden knowledge on their own. Therefore, the researcher attempts to improve students' reading comprehension by employing reciprocal teaching.

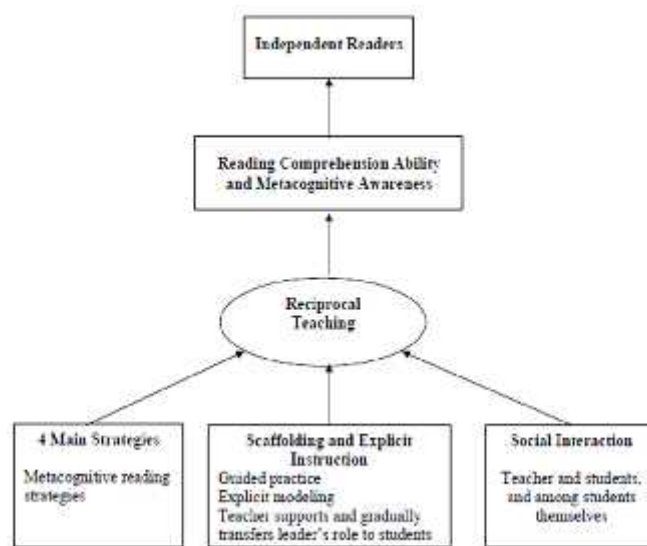
Palincsar and Brown (1984) suggest that the reciprocal teaching approach is one of the reading instruction methods which makes use of metacognitive strategies which facilitate students to improve their reading comprehension and become independent readers. Here, the teachers explain the right strategies to be used and demonstrate when and how to use them. Following this, the students will construct their own knowledge and make their own rules while reading texts. In the end, they will be able to apply these strategies within cooperative groups. It is expected that afterwards they are able to perform reading tasks without any help from others.

In a nutshell, reciprocal teaching provides four key reading strategies for students to comprehend a text better through scaffolding and explicit instruction. These strategies encourage students to be actively and consciously involved with a



text. Moreover, the interaction between the teacher and the student and between peer and peer help the students to apply and possibly regulate their own rules. This supports them in becoming independent readers.

The following figure is the reciprocal teaching theoretical framework as suggested by Mallock (2002).



**Figure 1: The Reciprocal Teaching Theoretical Framework based on Mallock (2002)**

In this research, the researcher made use of the features of reciprocal teaching as proposed by Mallock (2002) to improve students' reading comprehension of grade X IIS 1 at SMAN 1 Kasihan. The researcher integrated the features of reciprocal teaching into the teaching and learning process of reading and used worksheets as the media of transferring the reading skills and strategies.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Type of Study**

This study was conducted through action research. Burns (2010) states that the main aim of the classroom action research is to solve the problematic issues of the teaching and learning process that have been identified by the researcher by carrying out an action that will lead to the changes and improvements. In line with that, this study aims at identifying the issues occurring in the process of teaching and learning English. When doing observations before conducting the study, the researcher saw gaps between what was expected and was happening. Therefore, the researcher applied actions in order to try to improve the situation.

Action research is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things (Nunan, 1990). The model of action research which will be used in this research is the one proposed by Kemmis and McTaggart as cited in Burns (2010:7-9). There are four phases in each cycle involved in this research. Those were planning, action, observation, and reflection. The processes of the phases could be drawn as follows.

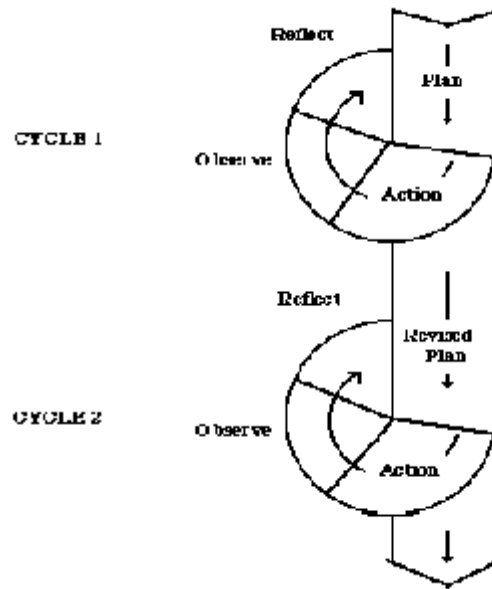


Figure 2: Scheme of Action Research based on Kemmis and McTaggart in Burns  
(2010:9)

### B. Setting of the Study

The research was conducted at SMAN 1 Kasihan, which is located at Jl. Bugisan Selatan Tirtonirmolo Kasihan Bantul Yogyakarta. This school has twenty four classes: eight classes each grade. Each class consists of about 26 to 32 students. Four English teachers currently teach at the school, one of which became the researcher's collaborator in this study. The research was conducted between the months April to May 2015.

### C. Subject of the Study

The participants of the research were the researcher herself, 32 students of grade X IIS 1 at SMAN 1 Kasihan, and the English teacher of the class as the

collaborator. The class was chosen based on the agreement between the researcher and the English teacher after considering certain crucial things.

#### **D. Instruments of Data Collection**

Instruments are important devices to collect data in a research study. In this study, the researcher used test and non-test of instruments. Non-test instruments included interview guidelines and observation checklist. The test instruments included the pretest and posttest. Each instrument is explained as follows.

1. Observation checklist

Classroom observation was used to monitor the running of the teaching and learning process. The researcher and collaborator collected the data by observing the class situation and condition in the teaching and learning processes. Observation checklist was used in order to get the data needed.

2. Interview guidelines

Some of the students, taken as the sample, was interviewed to find out how they feel about the running of the teaching and learning process. The students were chosen randomly and were asked questions based on the questions list which had been prepared before by the researcher and her collaborators.

3. Tests

Tests of the research were to assess the students' reading comprehension ability in reading. There were two types of tests administered in this study: the pretest and posttest. For each test, there were thirty five items used. These tests were

used to measure whether there was a significant improvement on the students' reading comprehension ability or not.

### **E. Techniques of Data Collections**

In this research, the data collected were both qualitative and quantitative data. The qualitative data were obtained from the observations and interviews. The quantitative data were collected from the result of the tests. Each technique is explained as follows.

#### **1. Observations**

The observations were conducted before and during the implementation of the action. Before the implementation, the observations were conducted to see and find the problematic issues related to the students and the teaching and learning process in the classroom. The researcher took field notes to record the data. During the implementation of the actions, the collaborators were to observe and take field notes in order to find out the strengths and the weaknesses of the actions.

#### **2. Interviews**

The qualitative data were also obtained by doing interviews before, during, and at the end of the cycles. In collecting the data from the interviews, the researcher interviewed the English teacher and also the students. From the interviews done before the implementation of the action, the problematic issues could be found. Next, from the interviews done during the implementation of the action, the researcher could gather any useful information related to the strengths and weaknesses of the action. The interviews at the end of the cycles gave benefit information related to the

personal opinions from the collaborators and the students themselves which were used as indicators whether the actions were successful or not.

### 3. Tests

The quantitative data were obtained by conducting tests. Pretest and the posttest were to obtain the information related to the students' reading comprehension level. From the pretest scores, it could be seen whether the students had low, average, or high reading comprehension level. The pretest was held one week before the implementation of the actions, while the posttest was held at the end of Cycle II. The mean scores both from the pretest and the posttest were compared in order to know whether there was a significant improvement or not after the implementation of the action.

## **F. Techniques of Data Analysis**

The data of the research are qualitative and quantitative data. Both data were analyzed in order to know whether the study was successfully done or not. According to Burns (1999:157-4), there are some steps to follow by a researcher in analyzing the qualitative data, as follows:

### 1. Assembling the data

The researcher assembled the data such as field notes, interview transcript, and observation sheets by scanning the data in a general way to show up board patterns so that they can be compared and contrasted. Thus, the researcher could see what really occurred in the field in the running of the teaching and learning process.

## 2. Coding the data

Coding the data was done after scanning them. It functions to identify the data more specifically. Coding the data was a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

## 3. Comparing the data

After coding the data, the researcher compared the data by identifying the relationships and connections between different sources of data to find out whether the actions were repeated or developed across different data collection techniques.

## 4. Building interpretations

At this stage, the researcher was required to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research.

## 5. Reporting the outcomes

At this stage, the researcher presented the results of the research. It included presenting the issue underlying the study, describing the research context, outlining the findings supported by the data, relating the context and the finding, and finally, suggesting how the process has been improved so that it could lead to other areas to research.

## **G. Validity and Reliability**

According to Anderson et al. in Burns (1999: 161-162), there are some criteria of validity needed in an action research study to get valid data. Those are democratic validity, outcome validity, process validity, and dialogic validity.

### **1. Democratic validity**

Democratic validity means giving the stakeholders chances to voice their opinions, ideas, and comments on the application and implication of the research. The researcher will interview the English teachers as well as the students of grade X at SMAN 1 Kasihan in order to find out how they feel about the running of the process. The interview will be conducted in some time during the process.

### **2. Outcome validity**

Outcome validity takes care of the result of the actions that will be implemented. The outcome validity of this research will be the improvement of students' active participation and involvement in class through using group discussions.

### **3. Process validity**

To fulfill the process validity, the researcher, her colleague, and the English teachers will observe the process in implementing group discussions to improve students' participation and involvement in class. After that, they will hold a discussion to determine whether the process is successful or not, based on the observation sheets and field notes which will be collected during the running of the



process. The result of the discussion will then determine the treatment for the next cycle.

#### 4. Catalytic validity

The researcher will apply the catalytic validity through the cycle of the action research plans, implementation and its observation, as well as reflection. Catalytic validity deals with teacher's comprehension about the factors that may obstruct and facilitate the teaching and learning process. The researcher will observe students' change of behavior before and after given the actions.

#### 5. Dialogic validity

Dialogic validity, which according to Burns (1999) means that the stakeholders can participate in the process of the research, will be done by having dialogue among the researcher, the teachers of English of SMAN 1 Kasihan, and grade X IIS 1 students at SMAN 1 Kasihan.

In order to get the validity of the quantitative data, the researcher used some validity proposed by Cohen *et al.* such as content validity and face validity. Content validity is related to the range of subject matter in question that wants to be covered. It means that the items of the test should cover the materials that have been taught before. The content validity is implemented by designing a table of content specifications. Face validity concerns with a matter whether the items of the tests test things that should be tested. It means that if the study wants to find out the students' reading comprehension level, the type of the test should be able to assess reading skill.

The type of the test administered in this study was an achievement test since it was related to classroom lessons. In order to make the pretest and posttest as the quantitative data reliable, there were some aspects to consider in designing the test items. Brown (2004) proposes three aspects to consider: item facility, item discrimination, and distractor efficiency. Item facility is related to item difficulty levels that should be adjusted to test-takers or students' proficiency level. Item discrimination is related to the ability of the items to distinguish between low test-takers and high test-takers. Distractor efficiency is related to the appropriateness of the distractors used in order to trick both high and low test-takers. The distractors should not be too easy for high test-takers and not be too difficult for low test-takers. The test items then are tried-out to the students in the same level. After that, the result of the try-out is analyzed. To analyze those three aspects, the researcher used ITEMAN. In this study, she used ITEMAN 3.00. The next, the test items were revised based on the result of the analysis. The scores obtained from ITEMAN were compared to the range of item difficulty and item discrimination presented by Hingorjo (2012) in his journal. The acceptable range of item difficulty and item discrimination is presented below.

**Table 2: The Acceptable Item Difficulty and Item Discrimination**

<b>Item Difficulty Range</b>	<b>Interpretations</b>	<b>Acceptable Item Discrimination</b>
<0.30	Difficult	>0.24
0.30 to 0.70	Good	
>0.70	Easy	

Based on the analysis of the result of the try-out, there were 10 items which are invalid. Items number 1, 2, 10, 23, and 41 in the pretest and posttest prototype were invalid because the item facility values were below 0.3 and above 0.7. Meanwhile, items number 3, 28, 30, 36, and 39 were unacceptable because the item discrimination indices were below 0.3. The researcher removed those invalid items and revised some items so that there were 35 items for each test. The further analysis of the test items can be found in Appendix E.

To get the trustworthiness of the qualitative data and to reduce subjectivity in analyzing the data, the researcher used the triangulation techniques as follows:

1. Time triangulation: the data were collected at different point in time to know what the processes of the changes were.
2. Investigator triangulation: in order to avoid the bias that might happen in the process of changes, the researcher worked together with the English teacher and a colleague from PBI as the collaborators.

## **H. Procedures of the Study**

According to Burns (2010:8), there are four procedures in doing action research. They are planning, action, observation, and reflection. In this study the research followed those procedures. The procedures of research that had been done by the researcher are as follows.

### **1. Planning**

In this step, the researcher found the problem related to students' reading comprehension ability. The researcher used observation and interview to draw the

problem that students faced when they were learning reading. After finding students' problem of reading, the researcher designed lesson plans using reciprocal teaching. The researcher planned and prepared what text that would be used, how to manage students, how long this treatment would take, and what properties that would be needed. The researcher also consulted to English teacher in that school about the preparation that would be done by the researcher.

## 2. Action

In action, the researcher taught students using reciprocal teaching. The kind of the text was chosen based on the relevancy to the theory of reciprocal teaching as well as matched with the SK/KD (Standard of Competence and Basic Competency) in that semester. The researcher used narrative text as the materials. The researcher used a lesson plan which had been prepared in the planning. The lesson plan included reciprocal teaching stages. First the researcher taught students some strategies that students needed in reading using reciprocal teaching that is predicting, clarifying, questioning, and summarizing. After students mastered the strategies, the researcher asked students to read a text using reciprocal stages. Then, discussions followed by evaluation and reflection were conducted.

## 3. Observation

Observation that was done in this step was observation about students' reading process during the teaching learning process or action. The researcher found how students' attitude towards reciprocal teaching, and what problem that emerged during the action. The researcher and collaborator made field-note to collect the data

of observation. The researcher interviewed students, the English teacher as collaborator, and the collaborator to make a reflection dealing with the teaching learning process. It crossed check the information of observation as well. The researcher also took pictures to document teaching learning process that was used to reflect the action.

#### 4. Reflection

In this step the researcher reflected, evaluated and described the effect of reciprocal teaching on students' reading comprehension. The researcher read field-note data, and then made a conclusion of the data. Then the researcher discussed it with the English teacher or collaborator to make a conclusion and a reflection. The researcher also saw the picture data to see students' behavior in the class. It was used to conclude what students' attitude to the action based on those data. The researcher also would make a conclusion of students' reflection to see students' response to the treatment.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the process of the research, the findings of the research and the interpretation of the findings in the form of qualitative data. The process of the research consists of two cycles, Cycle 1 and Cycle II, in which each cycle covers planning, actions and observations, and reflection. This chapter also provides quantitative data to support the qualitative. The details of this chapter are presented below.

#### **A. Identification of the Problems**

Several problems which prevented the students from mastering reading skills were found. The researcher interviewed not only the teacher but also some students of grade X IIS 1. Interviewing the students was done to gather their opinion about the English reading teaching and learning process there, including the strengths and weaknesses. Then, she also conducted an observation to identify the problems which happened in the English teaching learning process in the class. The researcher, the collaborator, and the English teacher had a discussion and listed the problems down.

The first problem was related to students' motivation in learning English reading skills. Their motivation and willingness to learn the skill was considered low. This information was given by the teacher in the interview. This was proved when the researcher herself did observation in the classroom. The students were not willing to get involved with the teaching and learning process conducted by the teacher. In fact,

most of them were chatting by themselves and some were playing with their phones.

Only students sitting in the front row paid attention. The following interview transcript supports the statement.

- 
- ET : *Ya bisa dibilang begitu, tapi yang jelas kelas yang lain itu lebih antusias dalam belajar mbak. (Yes, you can say that, but the point is, the other classes are more enthusiastic in learning.)*
- R : *Memangnya kesulitan apa saja yang sering mereka hadapi dalam memahami teks? (What are the difficulties that they usually face in comprehending texts?)*
- ET : *Banyak mbak faktornya. Yang pertama itu vocab. Dalam teks kan banyak vocab – vocab yang mereka belum familiar. Lalu ini mbak, complex sentences itu lho. Kan banyak kalimat – kalimat yang pakai complex sentences dan mereka kan ilmunya belum sampai kesitu jadi ya sedikit banyak mengganggu pemahaman mereka. Itu kalau dari segi teksnya, kalau dari siswanya ya motivasinya kurang. Kalau nemu vocab yang susah itu mereka nggak berusaha cari di kamus. Mereka justru malah ngobrol sendiri dan main hape. (There are a number of factors. The first one is the vocabulary. Many unfamiliar words are in the texts. And then, complex sentences. Quite some complex sentences are also in the texts and they do not have the knowledge about that yet, therefore, it confuses them. Those are the problems related to the text, the one related to the students themselves are about motivation. They lack of motivation. When finding new words, they do not try to seek for the meaning; instead, they give up and talk among themselves and doing things on their phone.)*

(App-A/IT-01/040415)

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The above transcript of teacher's interview also presents three other significant problems found in the field. They are students' vocabulary mastery was not sufficient in order to comprehend the text, some students did not have prior knowledge or were not familiar with the topic of the text, and some students could not understand complex sentences found in the text. Moreover, the researcher also

interviewed some students. The following transcript shows the problems related to their difficulty in staying focus while reading and related to teacher's way of conducting the teaching and learning process according to the students.

- 
- S1 : *Reading tu membaca kan mbak? Ya cuma disuruh baca aja biasanya. Terus paling habis itu ngerjain soal.* (Reading is the English word of “membaca” right? Well, we are only told to read. And maybe after that doing exercises.)
- R : *Oh gitu, lha biasanya teks yang dibaca diambil dari mana?* (Oh I see. **Where are the texts taken from?**)
- S1 : *Ya dari buku mbak.* (**They're taken from the textbook, Miss.**)
- S2 : *Tapi Bu Ami pernah ngasih foto kopian sendiri juga kok. Tapi cuma sekali kayaknya.* (But Ma'am Ami has ever given a handout too. But it was only once.)
- R : *Oh gitu, terus teks – teksnya menurutmu susah nggak dek?* (**Oh I see, and do you think the texts are difficult?**)
- S1 : *Ya ada yang susah ada yang enggak mbak. Tapi banyak susahnya, hehe.* (**Well, some are difficult, some are not. But most are difficult, hehe.**)
- R : *Kok susah? Yang bikin susah itu apanya sih dek kalau menurut kalian?* (Why is it difficult? **What do you think makes it difficult?**)
- S1 : *Mm apa ya, ya pokoknya susah mbak. Jawab, Ros. Gantian.* (Mm, what is it? Well, it's just difficult, Miss. Answer it, Ros. Your turn.)
- S2 : *Kan banyak kata – kata yang susah mbak, yang nggak tahu artinya. Terus kan kita juga nggak paham tentang grammar – grammar gitu.* (**There are lots of unfamiliar vocabularies, Miss. And we do not understand grammar either.**)
- S1 : *He eh mbak grammar tu bikin pusing.* (Right, miss. Grammar confuses us.)
- R : *Gitu ya... Terus Bu Ami pernah ngajarin strategi – strategi buat mbaca gitu nggak sih?* (I see. **Has Ma'am Ami ever taught you about reading strategies?**)
- S1 : *Strategi apa si mbak. Kayaknya belum pernah. Pokoknya cuma suruh baca aja kok terus ngerjain soal. Kalo ngasih soal – soal gitu juga nggak jelas disuruh ngapain. Kita suka bingung.* (**What strategies, miss? I don't think she has. She only told us to read and do the exercises afterwards. The instructions of the exercises are not clear either.** We are often confused.)
- (App-A/IT-02/040415)
- 

The interview transcripts above showed the existence of some problems occurring in the teaching and learning process. All problems which took place during



the teaching and learning process of reading at SMAN 1 Kasihan grade X IIS 1 are presented in the table below.

**Table 3: The Problems Related to the Teaching and Learning Process of Reading at SMAN 1 Kasihan grade X IIS 1.**

No.	Problems	Code	Source
1.	Some students had low motivation in learning and mastering reading skills	S	Observation, Interview
2.	Students' vocabulary mastery was not sufficient in order to comprehend the text	S	Interview
3.	Some students did not have prior knowledge or were not familiar with the topic of the text	S	Interview
4.	Some students could not understand complex sentences found in the text	S	Interview
5.	Some students could not focus while reading	S	Interview
6.	Students were not confident to ask questions or further explanation to the teacher	S	Observation, Interview
7.	The strategy to teach reading used by the teacher was not optimal	T	Observation, Interview
8.	The teacher did not use any media to support the teaching and learning process	T	Observation
9.	The teacher gave unclear instructions and explanations	T	Interview
10.	The teacher only used texts taken from students' module	T	Interview
11.	The interaction between the teacher and the students were not optimal	TLP	Observation, Interview
12.	The activities conducted in the teaching and learning process of reading were monotonous and not involving the students	TLP	Observation, Interview

S = Students

T = Teacher

TLP = Teaching and Learning Process

## **B. Identification of the Most Urgent and Feasible Problems**

After identifying the problems occurring during the teaching and learning process of reading at grade X IIS 1 SMA 1 Kasihan, the researcher weighed the

problems based on their urgency level. Out of ten problems identified based on the results of the observation and interviews, the researcher needed to narrow them down into problems which were considered urgent. Those problems needed to be solved sooner than the rest since comprehension breakdown might occur if they were not solved. Table 4 below presents the urgent problems mentioned previously.

**Table 4: The Most Urgent Problems Concerning the Teaching and Learning Process of Reading at Grade X IIS 1 SMAN 1 Kasihan**

No.	Problems	Code	Source
1.	Some students had low motivation in learning and mastering reading skills	S	Observation, Interview
2.	Students' vocabulary mastery was not sufficient in order to comprehend the text	S	Interview
3.	Some students could not focus while reading	S	Interview
4.	The technique to teach reading used by the teacher was not optimal	T	Observation, Interview
5.	The interaction between the teacher and the students as well as among students themselves were not optimal	TLP	Observation, Interview
6.	The activities conducted in the teaching and learning process of reading were monotonous and not involving the students	TLP	Observation, Interview

After the classification of the most urgent problems had been done, the researcher needed to determine which problems were feasible to be solved. Considering the researcher' limited time and limited knowledge, as well fund and energy, she had to select which problems were most likely to be solved. Among the five urgent problems, the researcher selected problems which were possible to be

solved using one technique, which contained one set of actions. The following table shows the feasible problems to be solved.

**Table 5: The Most Feasible Problems Concerning the Teaching and Learning Process of Reading at Grade X IIS 1 SMAN 1 Kasihan**

<b>No.</b>	<b>Problems</b>	<b>Code</b>	<b>Source</b>
1.	Some students had low motivation in learning and mastering reading skills	S	Observation, Interview
2.	Students' vocabulary mastery was not sufficient in order to comprehend the text	S	Interview
3.	Some students could not focus while reading	S	Interview
4.	The interaction between the teacher and the students as well as among students themselves were not optimal	TLP	Observation, Interview

### **C. Objective Analysis**

After determining the most urgent and feasible problems to be solved, the researcher, the collaborator, and the English teacher conducted an objective analysis. This was done to find the cores of the problems found in the field in order to be able to solve them. They analyzed the possible factors which might cause the problems, such as the teacher, the students, the media, the learning materials, and the activities. They formulated and listed the main causes of each problem mentioned previously. The alternative causes would be analyzed deeper later in the research. The following table displays the results of the analysis.

Table 6: **The Main Causes of the Most Urgent and Feasible Problems**

No.	Problems	Main Causes
1.	Some students had low motivation in learning and mastering reading skills	<ul style="list-style-type: none"> <li>- The students believed that reading in English was difficult</li> <li>- The activities were not engaging and monotonous</li> <li>- The materials were too difficult for their level of proficiency</li> </ul>
2.	Students' vocabulary mastery was not sufficient in order to comprehend the text	<ul style="list-style-type: none"> <li>- The students were not used to reading English texts</li> <li>- The students did not know how to guess meanings from context</li> </ul>
3.	Some students could not focus while reading	<ul style="list-style-type: none"> <li>- The students lacked of effective strategies in reading</li> <li>- The students did not have background knowledge of the texts</li> </ul>
4.	The interaction between the teacher and the students as well as among students themselves were not optimal	<ul style="list-style-type: none"> <li>- The teacher dominated the classroom in the teaching and learning process</li> <li>- The teacher did not give sufficient opportunity for the students to interact</li> <li>- The students were not confident to ask questions</li> </ul>

#### **D. Determining Actions to Solve the Problems**

After identifying the main causes of the most urgent and feasible problems of English reading at grade X IIS 1 SMAN 1 Kasihan, the researcher looked for the most appropriate actions to overcome the problems. The researcher, together with the English teacher and the collaborator, further discussed the problems as well as the possible actions to be implemented in order to solve the problems. The teacher shared some thoughts and considerations regarding the matter.

After considering some actions to implement, the researcher decided to apply reciprocal teaching technique as an effort to improve the reading comprehension of grade X IIS 1 Students at SMAN 1 Kasihan. This technique emphasizes the use of four key reading strategies, which are predicting, questioning, clarifying, and summarizing through a set of practices; guided and independent practices. The technique aims at improving reading comprehension through the use of student-teacher collaboration. Students are trained to be strategic readers through student-teacher dialogue. Dialogue refers to discussions, questions and answers, and feedback that occur during the process of reading and understanding the text.

The reasons of choosing reciprocal teaching to improve students' reading comprehension are, first, it trains the students to learn four key reading strategies, which are predicting, questioning, clarifying, and summarizing, then, it provides scaffolding and explicit instruction, enabling them to learn from easier tasks to more difficult ones. This gives the students a sense of accomplishment when they are able to finish the easy tasks, which, therefore, motivates them to do the difficult ones. Next, it promotes social interaction, between the teacher and the students as well as among the students themselves. Finally, it encourages the students to learn in different settings and activities through group work and pair work in which they can practice meaning negotiation.

After having a discussion with the English teacher and the collaborator, the researcher determined some specific actions to solve each problem occurring in the

teaching and learning process of reading. The relationship between the field problems and the actions are presented in the following table.

**Table 7: The Relationship between the Field Problems and the Actions**

<b>No.</b>	<b>Problems</b>	<b>Actions</b>
1.	Some students had low motivation in learning and mastering reading skills	<ul style="list-style-type: none"> <li>- Providing scaffolding in the tasks to give them a sense of accomplishment</li> <li>- Building interest by conducting various engaging activities</li> </ul>
2.	Students' vocabulary mastery was not sufficient in order to comprehend the text	<ul style="list-style-type: none"> <li>- Introducing the students with guessing meaning from context technique</li> <li>- Accessing students' background knowledge on the topics</li> </ul>
3.	Some students could not focus while reading	<ul style="list-style-type: none"> <li>- Modeling and teaching the students the four key reading strategies; predicting, questioning, clarifying, and summarizing.</li> </ul>
4.	The interaction between the teacher and the students as well as among students themselves were not optimal	<ul style="list-style-type: none"> <li>- Conducting dialogues in the forms of discussion, question and answer, and giving feedback.</li> <li>- Conducting group work and pair work activities</li> </ul>

## **E. Research Process**

### **1. Report of Cycle 1**

#### **a. Planning**

The researcher planned the actions in Cycle I by considering the problems that were discussed with the English teacher and the collaborator. As stated previously, reciprocal teaching was used to solve the problems. By implementing reciprocal teaching, the researcher and the English teacher believed that students' reading comprehension improve. It could also improve students' vocabulary mastery using

the clarifying strategy. Furthermore, it would increase students' motivation in practicing reading.

The actions of Cycle I were carried out in three meetings. The researcher and her collaborator, helped by the teacher, had planned the actions and materials of the meeting as follows.

#### 1) Previewing Narrative Text

Students had been introduced to narrative texts in junior high school, therefore, the researcher would recall students' knowledge on the text. The previewing would be in the form dialogues. The researcher planned to conduct question and answer, checking whether the students remember the parts of the text, the grammar components, and the social function of the text. She would also ask the students to tell some narrative texts that they know.

#### 2) Introducing Reciprocal Teaching

The researcher explained the objective of the research and the method implemented in the research, which was reciprocal teaching. First, she planned to explain each stage of reciprocal teaching to students, followed by giving explanation and modeling how to apply each stage well. Then, she planned to invite students to work on each stage together. She asked the students to practice applying each task and gave them chances to ask questions if needed. Finally, she asked them to reflect what they had learned together.

### 3) Modeling and Explaining the Four Key Strategies of Reading

One of the goals of reciprocal teaching is to train the students to master the four key reading strategies. Applying the strategies while reading facilitates them to stay focus and, therefore, reading comprehension is achieved. The strategies are as follows:

#### a) Predicting

Predicting is the process when the language learners use clues from the text or illustrations to predict what will happen next. This strategy requires the readers' ability to predict the hypothesis what the text is going to talk about. The researcher planned to introduce the students to three ways of predicting; predicting from the title, predicting from the picture (if any), and predicting from the main ideas or key points in each paragraph from a text. The overall procedures of applying this strategy were to be as follows:

- (1) Students predicted what the text was going to be about from the picture.
- (2) Students predicted the information and details to be found in the text from the title, relating them to the picture.
- (3) Students read the first paragraph to find out the key points of the paragraph and used them to predict what would happen in the second paragraph. They would do the same to the rest of the paragraphs in the text.

#### b) Questioning

Questioning is the process of asking questions which the answers are in the text. When making questions, the students call for meaning which are located in the



text. In generating questions, they use question words such as what, when, where, who, why, and how to identify the important information. The steps of applying the strategy would be as follows.

- (1) Students were asked to mention the main idea of the first paragraph of a text and then, guided by the researcher, they generated questions from it. They were asked to provide the details of the paragraph as well and then did the same.
- (2) After given examples, students were asked to generate questions from the rest of the paragraphs in the text on their own, yet monitored by the researcher and her collaborator.

c) Clarifying

Clarifying is identifying of the significant words, references, or something new for the students from the text and then checking their meanings. The idea of clarifying is to make clear confusing words or references found in the text. When confusion occurs, comprehension breakdown follows. Therefore, the students need to be trained to be able to clarify. The procedures of training them were:

- (1) Students underlined unfamiliar words and confusing references that they found in the text.
- (2) Students were guided by the researcher to analyze the context to understand the words as a whole, not one word by one word.

- (3) Students were invited to guess the meaning of one of the underlined words from the context. They were asked to shout as many possible meanings as possible and then discussed which one matched the context best.
- (4) Students were asked to apply the same steps to the rest of the underlined words on their own.
- (5) The researcher and the collaborator monitored and helped them when facing difficulties. When they were stuck and could not guess the right meaning after several attempts, the researcher and the collaborator suggested them to open their dictionary, instead of straight up providing them with the meanings.

d) Summarizing

Summarizing is setting information into the students' own words. This strategy presents the students to identify, rewrite or restate and combine the information in the text to create meaning. The students' steps of learning the strategy were as follows.

- (1) Students were asked to relocate the main idea of each paragraph in the text. This should be easy as they have located it previously, when applying the questioning strategy.
- (2) The students relocated the main ideas on their own using their own words. They were taught to do paraphrasing instead of copying the sentences in the text.

#### 4) Conducting the Activities of Reciprocal Teaching

The activities and tasks of reciprocal teaching provide scaffolding. They contain of a set of activities which range from easy to more difficult. It also emphasizes on the interaction between the teacher and the students, as well as among the students themselves. Therefore, the activities would be group works, pair works, and finally individual works.

After the researcher modeled and explained the use of the strategies, she divided the class into groups of four. Then, she selected a group leader for each group. The leader's role was to do as the researcher did when modeling the strategies. He or she had the responsibility to lead the discussions of each strategy and to make decisions. He or she was to conduct question and answer with the rest of the group members in order to gain reading comprehension.

The researcher and the collaborator checked from one group to another to monitor then students when applying the reading strategies. The researcher provided guidance for them to work with the text. The researcher gave more explanation to the groups which still dealt with difficulties in applying reciprocal teaching reading strategies.

After conducting group work in one meeting, the researcher planned to conduct pair works the following meeting. And at last, the students were trained to work individually to be independent readers.

### 5) Discussing the Answers

In group works and pair works, the discussion was to occur not only in groups but also in the class after they handed in their worksheets. The researcher led a question and answer session to discuss the text, going through the paragraphs, the strategies, and the questions one by one to make sure confusions were cleared. She offers chances to students to voice their opinion on the matters and other students to give comments. She also conducted a question and answer at the end of the discussion to facilitate students dealing with confusion.

### 6) Giving Feedback

At the end of every meeting, the researcher planned to ask the students to reflect what they have done, from beginning to end. Then, they were asked to name the things which they had learned. She also planned to explain what each strategy had contributed to their achievement so that they knew that they were meaningful. And finally, she would give feedback to each group, what they had done great and what needed to be improved.

## **b. Actions and Observations**

The action was carried out in three meetings, which were on April 25<sup>th</sup>, 30<sup>th</sup>, and May 2<sup>nd</sup> 2015. The actions focused on introducing the reciprocal teaching stages to the students and encouraging them to apply the stages while reading a text. It also encouraged students to hold discussion in groups and class. In this cycle the researcher, the collaborator, and the English teacher took their own duty. The researcher delivered the material and assisted students while they were working in

group. Meanwhile, the English teacher sat in back of the class and completed observation sheets, and the collaborator helped the researcher monitor group discussions if necessary, yet mostly she would take pictures during the lesson.

The data of Cycle 1 were collected through observation done by the collaborator and the English teacher, interviews done by the researcher herself, and pictures as document. The complete description of Cycle 1 is presented below.

#### 1) Meeting 1

Meeting 1 was conducted on Saturday, the 25<sup>th</sup> of April 2015 at 07.15 - 08.45. In the first meeting the researcher focused on the introducing reciprocal teaching (RT) to the students. However, the researcher previewed narrative text first. She asked the students to recall what narrative text was: its parts, features, and function. The students mentioned them orally and the researcher wrote the answers on the whiteboard. After that, she confirmed students' answers and gave further explanation if necessary. The students seemed to have understood a narrative text quite satisfyingly. The following field note describes the activity.

Before giving further explanation about reciprocal teaching, **R previewed narrative text. She aimed to check whether the students remember its structures, parts, and features of narrative text.** She asked the students "Have you heard of Narrative text?" and almost all of them shouted "Yes, Miss." R then asked "Good. What is it?" then a student answered "*Itu yang tentang cerita cerita gitu kan, Miss?* (That's the text about stories, right Miss?)" then R confirmed by saying, "Right. *Cerita* (Stories). What else do you know about Narrative text?". R heard some students shouted "*Cerita yang dimasa lampau pokoknya, Miss.* (Stories in the past, Miss.)" "*Iya yang kayak legenda legenda gitu, Miss.* (yes, just like legends, Miss.)" **R confirmed again, saying "That's true. But what about the parts? Masih ingat nggak di teks naratif itu ada apa saja bagian – bagiannya? (Do you still remember the parts of narrative text?)"** After some pause, a student answered "*Ada orientation, ada*

*complication, sama resolution, bukan Miss?” (There are orientation, complication, and resolution, isn’t there, Miss?) “Iya. Tepat. Lalu, dalam orientation isinya apa? (That is correct, then what is in the orientation?)” asked R. Students answered at the same time, making unclear noises. R then picked a student to answer, he said “Orientation itu yang isinya pengenalan, yang anu, tokoh, waktu, sama yang gitu – gitu, Miss. (Orientation contains of the introduction of characters, time, and the likes, Miss.)” R confirmed, “**True. The orientation part consists of the introduction of the character and time and one more, location. Iya kan? Biasanya dijelaskan lokasinya juga kan? (Right? The locations were usually introduces too, right?)**” the students answered “Yes, Miss.” “Alright, *lalu bagian complication isinya apa?* (then what is in the complication part?)” They answered, “Masalah – masalah, Miss. (Problems, Miss.)” **R happily confirmed, “Yes. Masalah ya. Nanti akan timbul konflik disitu. (Yes, problems. Conflicts will arise here.) Great. Now what about the last one, resolution?”** the same student who answered the question about orientation joked “*Ya solusi masalahnya, Miss. Kan resolution. Re sama solution. Solusi, Miss. (The solution of the problems, Miss. Re plus solution. Hehe.)*” The class laughed, however, although he answered jokingly, the answer was true and made sense. **R then confirmed, “Alright. Bener kok. Resolution itu isinya penyelesaian masalah (That’s true. Resolution contains the solution of the problems.)”** R further asked, “*Jadi, ada pertanyaan nggak tentang bagian – bagian dari teks naratif? Ada yang masih bingung?*” After some pause, R assumed that they did not have any questions. R was sure that students did not have any problems with narrative text; therefore, R could begin introducing reciprocal teaching.*

(App-B/FN-02/250415)

Having been convinced that the students have understood a narrative text, the researcher began to introduce reciprocal teaching to the students, especially the four key reading strategies. She distributed worksheets containing the explanation as well as example of each strategy. Then, she explained and modeled the use of each strategy. The first one was predicting. Three ways of predicting were modeled. They were predicting from the picture, if any, predicting from the title, and predicting what would be discussed in the next paragraph from the main points in the previous one. The students practiced the three ways using a text titled “The Legend of Mango

Fruit” which was provided in the worksheet. First, she showed the picture of mangos, followed by asking the students, based on the picture, what the text might be about. They offered many predictions and the researcher said that no prediction was wrong. Then, she continued showing the title and the students predicted the storyline. And finally, she discussed a paragraph taken from the text and guided the students to predict what would be discussed in the next paragraph.

Next, the researcher explained about questioning. Using this strategy, the students had to generate questions to check whether they really understood the paragraph. The researcher first reviewed how to make questions. She invited the students to recall what question words to be used when making questions. Taking the role as the leader of the discussion, she then asked for a volunteer to read the next paragraph of the text. From that paragraph, she gave examples of the questions. She explained that she the questions were generated from the most important information in the paragraph, i.e. the main idea. She opened a discussion session to discuss the process of making the questions and whether the students could add more. Then, she invited another volunteer to read another paragraph and let each student generate questions by themselves. The researcher and the collaborator went around the class and checked how the students were doing one by one.

After making sure that the students had understood the two strategies, the researcher moved on to the third strategy, which was clarifying. Here, she assisted the students to clarify the meanings of unfamiliar vocabularies and unclear references. She modeled the use of guessing meaning from context to make the students less

dependent to the dictionary. She provided some examples taken from the paragraphs. She picked unfamiliar vocabularies and unclear references and then asked the students to find the meanings and what they referred to. She guided the students to find the meaning by looking at the context and the root words. She realized that making the students master this strategy was the most difficult; therefore, she gave more examples and dedicated more time on this.

The researcher continued to explain the last strategy, which was summarizing. However, she did not have as much time to explain the strategy as the previous ones since she spent too much on clarifying. She first explained that summarizing means to re-write the main ideas and the most important information of the paragraphs of the text using one's own words. She found that all of the students had been familiar with this strategy. Yet, they had not been able to do it appropriately as most of the times they just copied and pasted the ideas. Unfortunately, the researcher only had the chance to model the strategy and did not have time to see how the students practiced summarizing one by one.

Before ending the class, she asked the class what they have learned that day and reflected on what they had done together. While the researcher was doing so, the bell rang. Finally, she closed the lesson by saying “*Terima kasih. Wassalamu’alaikum wr. wb.*” (Thank you. *Saying Muslims’ greeting.*)



## 2) Meeting 2

Meeting 2 was on Thursday, the 30<sup>th</sup> of April 2015 at 12.30-14.00. After delivering the four strategies used in reciprocal teaching previously, in this second meeting, the researcher started to apply the activity of RT whose goal was to make the students independent readers. She would focus on assisting and guiding the students in applying the four reading strategies using group works. Firstly, the researcher opened the class by greeting and saying a prayer. Then, she reviewed the strategies by asking questions related to the previous meeting. She was glad to find that most students still remembered what they had learned previously. After that, she divided the students into groups of four.

The researcher assigned one of the students in each group to be the group leader. The leaders' responsibility was to lead the discussion the way the researcher modeled in the previous meeting. They needed to apply the strategy one by one and while doing that, they had to invite opinions and suggestions from the group members. Meanwhile, the researcher and the collaborator went around the class. They monitored and checked whether any of the groups needed help.

After making sure that every group had finished completing the worksheet, the researcher discussed the answers together with the students. She started with the first strategy, predicting. The text used in this meeting was titled "The Legend of Mahakiya". The researcher asked the students, by reading the title, what they had expected the story to be about. She gave time for the students to shout their answers as when given the opportunity to raise their hands, nobody did. After that, she

clarified the answers and reasoned for those. Then, the researcher moved on to the next strategy which was questioning. She asked for a volunteer to read the first paragraph of the text out loud and asked for possible questions generated from that paragraph. Then, she asked for other students' opinion about it. She did the same to the rest of the paragraphs in the text. Moreover, while listening to the student reading, she corrected some mispronunciations as well.

The researcher continued to discussing the next strategy, which was clarifying. She already listed seemingly unfamiliar words and unclear references for the students in the worksheet. She discussed the words one by one to assist the students to guess meaning from context well. She always asked for a volunteer to state his or her answer and demanded explanation about how he or she came up with the answer. The researcher believed that in this strategy, the way to find the meaning of the words was more important than the meaning itself. Therefore, she made sure that the students understood the context and knew the words references in order to guess the meaning of the unfamiliar words. She also reminded the students not to open dictionary unless they were really stuck with no clues. The following field note describes the process.

Students were doing quite well until they came to the third strategy which was clarifying. **R and C needed to remind them over and over again not to open dictionary straight away.** They needed to guess the meaning from the context first. **Taking one sentence of the text in the worksheet, R gave another example of how to do that in front of the class.** After the students seemed to understand, R gave time for them to continue working with their groups. R and C did the same thing, going around the class, helping the students.

(App-B/FN-03/300415)

The last strategy was summarizing. The researcher guided the students to make a good summary using their own words. First, she reviewed the main parts of the story. Then, she asked for volunteers to retell the story using their own words. She helped the volunteers to follow the plot of the story. She clarified confusing parts and made sure the students aware of the whole storyline. She wanted to ask the students one by one to retell the story using their own words, but she did not have much time left.

Before ending the class, the researcher discussed the answers of multiple choice questions provided in the worksheet. Due to the time, she could only discuss which answers were right, without further explanation. She found that the students answered most of the questions correctly. Finally, she reviewed what the students had learned that day. She reviewed not only the activities done that day, but the RT strategies as well. She ended the class by telling them what they would do next meeting, saying a prayer, and greeting.

### 3) Meeting 3

Meeting 3 was conducted on Saturday, the 2<sup>nd</sup> of May 2015 at 07:15 – 08:45. That day, the class was first opened by the English teacher because she wanted to announce an assignment for students to make up for the meetings she lost for the research. After she had finished, the researcher began the activities. The researcher used this meeting to give more practices to the students to apply the reading strategies of reciprocal teaching. This meeting was dedicated to provide more guided practices using less guided worksheet.

The researcher started by checking students' attendance. Then, she asked the students to sit in the same groups as the previous meeting. After giving feedback of students' work in the previous meeting, she asked them to pick a leader again, but it had to be different from previous meeting's leader. The job of the leaders was still the same, which was to lead the group discussion as modeled by the teacher. After that, the researcher and the collaborator distributed another worksheet of reciprocal teaching for the students to work together in groups.

While the students were completing the worksheets, the researcher and collaborator went around the class, checking if there were groups which needed help. The group work in this meeting ran smoother than the previous meeting. This was because the students, especially the leaders, were already aware of what they had to do. Moreover, in this meeting, the researcher made a new rule that no dictionary was allowed. If they were stuck, they needed to ask her and her collaborator. They finished completing the worksheet sooner and submitted them sooner as well. Thus, it left more time for the researcher to hold a discussion related to the text.

The researcher discussed each reading strategy of reciprocal teaching, the multiple choices, and the short-answered questions provided in the worksheet. The text used in this meeting was titled "The Legend of a Crying Stone". In the first strategy, which was predicting, the researcher asked each group's members to state their prediction before reading the text. All of them predicted correctly. Then, she began to discuss the second strategy, questioning. She picked a seemingly shy student to read the first paragraph out loud. Then, she asked each group to mention the

questions they had generated from the paragraph. The collaborator wrote the questions on the board. Together with the students, the researcher analyzed which questions were best representing the main idea of the paragraph. Afterwards, she asked to students to reveal their predictions of what the next paragraph might be about. She did the same for the rest of the paragraphs in the text.

It was time to discuss the next strategy, which was clarifying. This strategy was the most complicated one for the students. With the list of unfamiliar words and unclear references provided in the worksheet, the researcher began to guide the students to guess the meanings from the context. The researcher checked each student whether they had really understood the strategy. She made sure that each student got asked about the words.

To discuss the summarizing strategy, the researcher asked the students to retell the story orally. With her lead, the students retold the story together. To check whether all students had understood the whole storyline, she picked some students to retell the story themselves. After that, she checked the students' answers to the questions related to the text to check students' comprehension. After each question, she asked where the students got the answers from. It was to make sure that the students really understand the text.

Finally, the researcher gave time to the students to ask anything related to the text and to the strategies. None of them dared to ask questions. Then, she invited students to evaluate their activity by asking them some questions. She asked whether the strategies facilitated them to comprehend the texts and answering the exercise

questions. She also wanted to know whether the students found the reciprocal teaching reading strategies were useful to them and how they felt about the strategies. She concluded by telling them what they would do next meeting. Then, she ended the class by saying a prayer.

**c. Reflection**

Having finished the first cycle, the researcher, the collaborator, and the supervising teacher reflected the implementation of the actions in the cycle. The reflection included discussing whether the steps which had been planned before were fulfilled well. They made use of the teacher's and collaborator's observations as well as the researcher's interviews with the students. They discussed students' responses about the technique. First, they found reciprocal teaching interesting as it was the first time for them to be introduced with reciprocal teaching. Reasoning that the English teacher taught reading traditionally, they were interested to learn something new from the researcher. It can be seen from the interview transcript below.

- 
- R : *Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya kalau sama bu guru?* (What do you think about today's lesson?)  
Was it different from what the teacher usually does?)
- S : *Beda banget mbak. Tadi lebih seru sama lebih paham juga. Kalau biasanya tu bosen mbak. Nggak menarik sama sekali.* (**A lot different. It was more fun and understandable. Usually, the lesson is boring and not interesting at all.**)
- R : *Oh ya? Berarti tadi lebih menarik ya? Hehe.* (**Oh really? So you mean that today's lesson was more interesting?**)
- S : *Iya mbak menarik. Kan ada strategi – strategi gitu. Kalo bu guru tu cuma disuruh mbaca terus cuma ceramah aja. Mana suaranya bu guru kan kecil, nggak kedengaran dari belakang. Jadi pada rame sendiri. Kalo mbaknya tadi kan ada lucu – lucunya.* (**Yes, it was interesting.** There were strategies taught. The teacher usually only tells us to read and then gives lecture. Also, her voice was really low, we could barely hear in from the back. And you, you even taught using jokes.)

(App-A/IT-04/250415)

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The transcript above clearly shows that the student found the teaching and learning process interesting. Another interview with another student also shows similar reactions to the teaching and learning process. The statements are shown in the following transcript.

- 
- R : *Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya kalau sama bu guru?* (**What do you think about today's lesson? Was it different from what the teacher usually does?**)
- S : *Beda mbak. Lebih seru sama lebih niat belajarnya.* (**It was different. It was more enjoyable and I was more willing to learn.**)
- R : *Lebih niatnya gimana nih?* (What do you mean by more willing?)
- S : *Ya kan tadi diajarin strategi – strategi to, kan belum pernah diajarin kayak gitu, jadi asik belajarnya.* (Well, I was taught strategies of reading. I have never been taught such strategies, so it was more fun to learn.)

(App-A/IT-05/250415)

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The interview transcripts above showed that the students enjoyed the learning process. They also reflected that they did not feel forced to follow the lesson. They were happy to learn the materials being taught. Moreover, they also found reciprocal teaching motivating. Its activities engaged them and facilitated them to comprehend texts, which then improved their motivation in learning. It is shown in the following interview transcript.

- 
- R : *Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya?* (**What do you think about today's lesson? Was it different from what you usually do?**)
- S : *Beda mbak, tadi belajar strategi – strategi gitu, pakai ada leader – leader gitu. Biasanya nggak kayak gitu. (It was different, I learned strategies and there were leaders and stuff. It's not usually like that.)*
- R : *Terus itu memudahkan kamu buat memahami teks yang dikasih tadi nggak?* (**And did those help you comprehend the texts?**)
- S : *Memudahkan mbak, jadi tahu teksnya tentang apa. Biasanya kalau cuma njawab soal kan nggak dibaca semua. Cuma cari kata – kata yang di soalnya aja. (They did. I became aware of what the texts were about. I did not usually read the whole texts. I scanned for the words I found in the questions.)*

(App-A/IT-07/300415)

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The student stated that he did not read the whole text, instead of reading the parts of the text to answer questions. He admitted that the reading strategies helped him comprehend the whole text. Never had he been taught using the strategies, he was eager to learn. Another interview with another student confirms that reciprocal teaching facilitated him to improve reading comprehension. The statements are supported by the following transcript.



- 
- 
- R : *Cuma tanya – tanya sedikit tentang pelajaran tadi. Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya?* (I'm just going to ask some questions about today's lesson. What do you think about it? Was it different from what you usually do?)
- S : *Tadi kelompokan mbak, tapi kerjanya sendiri – sendiri. Asik mbak bisa diskusi.* **(We did group wok, but we also worked on our own. It was fun because we can discuss the answers, miss.)**
- R : *Terus itu memudahkan kamu buat memahami teks yang dikasih tadi nggak?* **(So, did it make you easier to comprehend the texts?)**
- S : *Memudahkan mbak, jadi bisa diskusi tapi tetep usaha sendiri mbak. Kemarin kan juga udah diajarin strateginya.* **(It did, miss. So we discussed but we also worked on our own. This was because we already learned about the strategies the meeting before.)**

(App-A/IT-10/020515)

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The transcript above shows that, implementing reciprocal teaching, they comprehended texts. Also, they enjoyed the group works and group discussions. They implemented the strategies on their own and consulted them with their group mates. Then, they discussed to discuss whose opinions would be best written down on the worksheet.

With the use of reciprocal teaching, students became independent to make sense of texts. They were no longer too attached to the researcher's assistance. However, the students who categorized as having high level of language proficiency in each group tend to do all the work given. The rest of the students seemed to rely on them and did not contribute towards the discussions. It was based on the interview with the teacher. The transcript of the interview is presented below.

- 
- 
- R : *Lalu untuk kerja kelompoknya bagaimana bu, apa yang perlu ditingkatkan?* (And about the group work, Ma'am, what needs to be improved?)
- ET : *Menurut Retno sendiri gimana? Apa sudah puas dengan jalannya kerja kelompok tadi?* (What do you think yourself? Have you been satisfied with the running of the group work?)
- R : *Belum bu.* (Not yet, Ma'am.)
- ET : *Kenapa?* (Why?)
- R : *Karena itu tadi bu, karena masih banyak yang butuh bimbingan, belum bisa dilepas.* (**As mentioned before, because many of them still needed guidance, they could not be independent yet.**)
- ET : *Iya, itu juga. Terus menurutmu tadi sudah pada berpartisipasi semua? Apakah semua anggota kelompok sudah berkontribusi dalam pekerjaan yang diberikan?* (**Yes, that too. But do you think the entire group members have participated to the group work?**)
- R : *Sepertinya belum bu.* (I don't think so, Ma'am.)
- ET : *Belum mbak, hanya satu dua anggota saja yang memang pintar – pintar yang mendominasi, yang lain hanya manut – manut saja. Tugasmu disini ya memastikan kalau yang cuma manut – manut saja itu paham juga. Gitu ya?* (**Right, not yet. Only a member or two who were initially smarter than the rest dominated the work. The rest just followed them. Your job here is to make sure that the so called followers really understand the work as well.** Do you get it?)
- R : *Baik bu.* (Alright, Ma'am.)
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(App-A/IT-09/020515)

The results of the actions in this cycle were not sufficient. The supervising teacher doubted that all students mastered the strategies of reading taught by the researcher. She believed that the students relied on the researcher's guidance instead of applying the reading strategies on their own. She suggested that the researcher focus on improving students' independence in using the reading strategies. The transcript below described the situation.

- 
- ET : *Ini cycle satunya sudah selesai ya? (Cycle 1 has been completed, right?)*
- R : *Iya bu. (Right, Ma'am.)*
- ET : *Yah, sudah cukup bagus. Tadi cuma langsung kerja mandiri ya siswanya? (Well, it's been pretty great. In today's lesson, you let the students work on their own, right?)*
- R : *Iya bu, ini yang less guided practice. Tapi tadi tetap saya arahkan sebelumnya. (Right, Ma'am. I gave them a less guided practice. But I still gave them guidance in the beginning.)*
- ET : *Sepertinya siswanya belum bisa dilepas begitu saja ya? Di beberapa strategi masih tanya lagi. (Looks like the students still could not work completely independently. In some strategies, they still asked for help.)*
- R : *Iya bu. (Right, Ma'am.)*
- ET : *Ya nggak apa – apa. Nanti di cycle dua fokuskan untuk membuat mereka otomatis mengaplikasikan strategi – strategimu. Disini kan mereka sudah bisa tapi belum lancar ya. (It's alright. In cycle 2, you need to focus more on making them apply the reading strategies automatically. They already knew the strategies, but haven't been able to apply them well.)*

(App-A/IT-09/020515)

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Moreover, the students still needed more practices in applying the third strategy of reciprocal teaching, clarifying. The students had problems in guessing meaning from context. It was proven by students' remarks when being interviewed as presented below.

- 
- R : *Kalau tentang ke empat strateginya sendiri gimana? Ada yang masih kurang paham? (What about the four reading strategies? Any confusion?)*
- S : *Mmm yang susah tu yang mencari arti kata – kata sulit mbak. (Mmm the one that is difficult is finding meanings of unfamiliar words.)*
- R : *Yang clarifying maksudnya? (You mean clarifying?)*
- S : *Iya mbak. Itu masih nggak ngerti gimana caranya. (Yes, Miss. I still don't understand how to do it.)*
- R : *Oh gitu, besok kita latihan lagi kalo gitu. (Oh I see, let's do more practices next meeting then.)*

(App-A/IT-10/2020515)

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The researcher concluded that the four key reading strategies taught in reciprocal teaching facilitated the students to comprehend texts. However, they needed more practices in applying them.

## **2. Report of Cycle 2**

### **a. Planning**

Based on the reflection of Cycle 1, the researcher found that the students did not optimally apply reading strategies in reciprocal teaching yet, especially clarifying. Therefore, in this cycle, she planned to give more exercise about it as well as optimizing the use of the other strategies. In line with the goal of reciprocal teaching, the researcher planned to provide practices for the students to implement the strategies of reading independently.

The actions of Cycle 2 were carried out in two meetings. The researcher planned to implement similar actions to those in Cycle 1. However, she modified the activities. She changed group works into pair works in one meeting and individual works in the other one. Both pair works and individual works covered discussions of narrative texts and exercises which promoted the use of four reading strategies taught in reciprocal teaching.

The researcher planned to provide less assistance in the activities of each meeting. She trained the students to apply the strategies independently. At the end of each meeting, she discussed the texts and the strategies with the students. she confirmed whether they applied them well. Finally, she gave feedback to students' work.

## **b. Actions and Observations**

Cycle 2 was carried out in two meetings, which were on the 7<sup>th</sup> and the 9<sup>th</sup> of May 2015. The actions focused on training the students to be independent readers, i.e. training them to be able to apply reading strategies independently. In this cycle, the researcher, the collaborator, and the English teacher played the same role as the previous cycle. The researcher, as the teacher, delivered the material and assisted students while they were doing tasks. Meanwhile, the English teacher sat at back of the class and completed observation sheets, and the collaborator helped the researcher monitor the activities if necessary. Mostly, she would take pictures during the lesson.

The data of Cycle 2 were collected through observation done by the collaborator and the English teacher, interviews done by the researcher herself, and pictures as document. The complete description of Cycle 2 is presented below.

### **1) Meeting 1**

Meeting 1 was conducted on Thursday, the 7<sup>th</sup> of May 2015 at 12.30 - 14.00. The researcher began by reviewing the materials taught in the first cycle. She asked the class whether they needed to be given more examples of how to apply any of the strategies taught before. As requested by the students, the researcher re-modeled the use of clarifying strategy. She took an example of a sentence from texts given previously and began modeling the flow of thoughts when clarifying. Then, she took another example from the text and invited the students to apply clarifying together. She made sure that the seemingly quite students tried to clarify under her supervision. She used the same example for every student so that they memorized it well.

Then, the researcher asked the students to work in pairs. The task given was similar to the previous meeting. In pairs, they were to implement four reading strategies and complete exercises related to the text. The exercises covered checking on comprehension and references. At first, the students did not want to work in pairs. They demanded to work in groups as in previous meetings. However, the researcher convinced them to try and work in pairs.

The text used in this fourth meeting was titled “Nyi Roro Kidul”. The researcher modified the exercise to implement strategies of reading. She omitted two paragraphs of the text and asked the students to predict as well as to complete the blanks of the story. Applying the predicting and questioning strategies well, the students should be able to come up with the appropriate idea to complete the storyline. The researcher and the collaborator checked each pair and provided help and explanation if needed.

After each pair had completed the task, the researcher held a discussion. The researcher invited each pair to share their stories and reason why and how they came up with the plot. She also gave time for the other groups to comment on the pair’s work. She encouraged the students to reflect what they felt about the text and the strategies, as well as whether they felt satisfied with their accomplishment. The dialogue between the researcher and the students covered each student’s contribution of opinion. She concluded by informing them the activities in the next meeting. Then, she ended the class by saying a prayer.

## 2) Meeting 2

Meeting 2 was held on Thursday, the 9<sup>th</sup> of May 2015 at 07.15 - 08.45. In this meeting, the researcher emphasized students' independence in making sense of texts. She no longer offered them guidance in applying the reading strategies.

The researcher opened by checking students' attendance and saying a prayer. Then, she began the lesson by explaining what they students would do that day. After making sure that the students did not have any confusion, she distributed worksheets for each student. The text used in the meeting was titled "The Legend of Pineapple." The worksheet consisted of the text and the exercises which included comprehension checking and summary making.

Given the treatment, the students were expected to become independent readers. They were to complete the worksheet completely independently. Unlike in previous meetings, the researcher did not circle the class checking whether the students were doing fine. She watched them from behind. Judging from the look on their faces, she believed that the students did not find problems in comprehending the text.

After a while, the researcher asked whether the students had finished doing the exercises. They admitted that they had not finished yet. When asked whether they had any problem related to the exercises, they declined. What cost them much time was summarizing. They tried to summarize using their own words. The field note below described the situation.

While the students were completing the worksheets, R and C sat at the back, joining the ET. They discussed the progresses which the students had made. After about thirty minutes, R asked the students whether they had finished doing the exercises. They stated that they needed more time. R asked whether they had problems in doing the exercises by saying “*Gimana? Udah sampe mana? Ada kesulitan?* (So? How far have you come? Any difficulties?)” **The students claimed that they only had problems with summary writing. They asked whether it was a must to use their own words. R emphasized that the goal of summarizing was to check whether they really comprehended the text and to make them able to retell the story. Therefore, they needed to use their own words. If taking the words from the text, it would not be a proof that they had understood.**

(App-B/FN-06/090515)

After the students finished doing the exercises, the researcher collected their work. Then, she reviewed the lesson, asked them to retell the story together, and praised the students for their achievement in five meetings. She closed the lesson by thanking the students for being cooperative during the research and saying goodbye.

### c. Reflection

The researcher and the English teacher conducted a discussion to analyze the data from the observations and the interviews to evaluate the actions implemented in cycle II. From the data gathered during the cycle, the researcher did not find any significant problems. The students had shown improvements in applying reading strategies and their mistakes decreased. It can be seen from their scores and their attitudes observed during two meetings of the cycle. They no longer asked too many questions related to the strategies and the texts. When discussing students' change of behavior, the researcher and teacher, as well as the collaborator, concluded that the students looked more enthusiastic and interested when reading. Also, they did not



complain when given texts as in the beginning, they often complained that the texts given to them were too long and too complicated. The evidences are in following interview transcript.

- 
- ET : *Ini tadi masuknya guided practice ya?* (The practice in the meeting was considered less guided, right?)
- R : *Iya bu, ini yang less guided practice. Tapi tadi tetap saya juga arahkan kalau ada yang masih bingung.* (Yes, Ma'am. **It was less guided. But I still guided them quite much in case they were still confused.**)
- ET : *Banyak nggak yang bingung?* (**Where there many of them who were confused?**)
- R : *Tidak sebanyak di pertemuan sebelum – sebelumnya bu.* (**Not as many as in the previous meetings, Ma'am.**)
- ET : *Iya saya lihat juga sudah lebih terkondisi mengerjakannya. Tidak para tanya sana – tanya sini.* (**Yes, from what I observed, they were more organized in doing the tasks. They did not ask for much help here and there.**)
- R : *Iya bu. Apakah ada saran untuk pertemuan selanjutnya bu?* (Right, Ma'am. Is there any advice for the next meeting?)
- ET : *Ini aja mbak, besok kalau siswa sedang mengerjakan, kamu boleh duduk sebentar, ndak harus muter – muter kelas terus. Maksudnya supaya kalau ada yang butuh bisa tanya ya? Biar mereka yang mencari kamu saja kalau butuh. Ini kan sudah pertemuan ke empat. Harus lebih mandiri mereka.* (Maybe this. Next time, **when they were doing the tasks, you may sit down a bit, you don't have to go around the class all the time.** You mean to always be there in case someone needs help, I get it. But it's been the fourth meeting. **Let them be the one who looks for you when they need you. They need to me more independent, right?**)
- 
- (App-A/IT-12/070515)
- 

The students became more independent in comprehending texts. Hence, the researcher needed not to offer as much help as in the first cycle. With the use of reciprocal teaching, the students' reading comprehension improved. Their

accomplishments at the end of cycle 2 were satisfying. The statement was based on the interview with the teacher as presented below.

- 
- 
- R : *Jadi bagaimana bu pendapatnya tentang pertemuan terakhir ini?* (So what do you think about the last meeting, Ma'am?)
- ET : *Ya, sudah bagus mbak, kelihatan anak – anaknya mengerjakannya sudah pada bisa sendiri dan cepat mengerjakannya. Bisa dibilang, sesuai yang kamu harapkan kan? Lha kamu sendiri sudah puas?* (**It was great, the students seemed to be able to work on their own, even faster than usual.** Your expectation has been fulfilled, right? **Have you been satisfied yourself?**)
- R : *Mmm puas bu. Karena saya lihat anak – anaknya senang. Dulu pertama dikasih teks kan pada ngeluh, kok banyak, kok susah. Tapi sekarang dikasih :* *teks langsung terima dan langsung dikerjakan. Jadi kelihatan kalau mereka sudah bisa.* (**Mmm I am satisfied, Ma'am, because the students looked happy. In the beginning, they always complained when given a text, saying it was too difficult. But now when given a text, they are accepting and immediately do it. They seemed fine.**)
- ET : *Iya mbak. Ya semoga saja tetap begini terus ya. Semoga ilmu yang kamu tularkan dipelihara terus sama mereka.* (Right. I hope they stay this way. Hope they nurture what you've taught them.)

(App-A/IT-15/090515)

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The transcript shows that both the English teacher and the researcher agreed that the students became independent readers. They applied the reading strategies well and they became more confident with their own ability. Being confident with their own ability resulted in lack of hesitation while reading and doing the exercises. In result, they finished faster. It is based on an interview with a student. The transcript is presented below.

- 
- 
- R : *Udah belajar apa aja kamu dek selama pelajaran sama mbak?* (**What have you learnt throughout the lessons with me?**)
- 
-

- 
- S : *Banyak mbak, strategi – strategi gitu. Terus kelompokan, terus kerja sendiri, terus ada nyusun cerita, ada melanjutkan cerita juga. Banyak mbak. (A lot, miss. There were some strategies, and then group activities, individual*
- R : *works, and then arranging a story, and continuing a story. A lot, miss.) Bagus. Kamu masih inget semua, hehe. Terus gimana rasanya sekarang? Reading masih susah nggak? (Good. You remember it all, hehe. So how do you feel now? Is English reading still difficult for you?)*
- S : *Yang susah malah yang dulu – dulu itu mbak pas awal – awal sama mbaknya susah banget. Sekarang nggak terlalu. (The first lessons were difficult, miss. Now not so much.)*
- 

(App-A/IT-16/090515)

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The student admitted that after being taught using reciprocal teaching, he did not feel English, especially reading, as difficult as he did before. Another student had the same thing to say about it. It is shown in the transcript as follows.

- 
- R : *Ini kan kita udah pertemuan terakhir, gimana pendapatnya tentang kelas kita selama ini? (So, since it's already out last meeting, what do you think about our lessons so far?)*
- S : *Ya seru mbak. Belajar banyak. (It was fun, miss. I learnt a lot.)*
- R : *Belajar apa aja emangnya? (What did you learn then?)*
- S : *Belajar caranya mbaca mbak, hehe. (I learnt how to read, miss. Hehe)*
- R : *Haha, terus udah bisa baca belum sekarang? (Haha, so, can you read yet?)*
- S : *Yaaa pokoknya teks – teks nya udah nggak kerasa susah lagi. (Well, all that matters is that the texts do not seem too difficult anymore.)*
- 

(App-A/IT-17/090515)

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With the use of reciprocal teaching, mastering English reading comprehension ability became possible. The students confirmed that they found their reading ability improved. Though they could not describe the details of their improvement, reading

grew to be easier for them. Having been taught using reciprocal teaching, the students no longer found reading difficult.

#### **F. Research Findings and Discussions**

The actions were implemented in two cycles. Based on the reflections of each cycle, the research findings could be described as follows.

First, reciprocal teaching improved students' motivation in learning reading. Having been able to complete the tasks which started from easy to difficult and the practices which went from guided, to less-guided, and to independent practices had given them a sense of accomplishment. The activities which promoted classroom interactions, dialogues between the researcher and the students, as well as discussions among the students themselves, had given them an opportunity to ask and share anything related to the lessons. These improved students' willingness in learning reading, as they did not feel forced and felt at ease while learning.

Then, the reading strategies taught in reciprocal teaching had helped the students in comprehending texts. In the beginning of the research, they claimed the reason why they could not understand texts was mostly because they could not focus while reading, i.e. they were not aware of what they had read. However, after having been taught using reciprocal teaching, they did not find such a problem occurring as frequently as previously. This was because they had mastered the strategies of reading which led them to know what to expect from the texts which they were reading. Therefore, they could be more focused while reading.

Next, applying reciprocal teaching, students' reading comprehension had improved. Previously, unfamiliar words and unclear references would easily contribute to students' comprehension breakdown. After taught the way to guess the meaning of words from the context, the students were able to understand texts containing them. They were also able to predict the texts, find important information in the texts by generating questions, and summarize the texts.

The summary of findings is presented in Table 8. The table presented the descriptions of students' improvement before and after the implementation of the actions.

**Table 8: The Descriptions of Students' Improvement**

<b>No.</b>	<b>Before actions were implemented</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
1	The activities were monotonous and not interesting for the students.	<ul style="list-style-type: none"> <li>- The students worked in groups.</li> <li>- The students paid attention to researcher's instructions.</li> <li>- Only some of the group members discussed the worksheet, the rest were noisy.</li> </ul>	<ul style="list-style-type: none"> <li>- The students worked in pairs and individually.</li> <li>- The students were interested and eager to do the activities.</li> <li>- All of the students participated to the discussions and applied reading strategies on their own.</li> </ul>
2	The classroom interaction and students' participation were low.	<ul style="list-style-type: none"> <li>- The students needed to be encouraged to share their opinion to the class.</li> <li>- The students only wanted to work with friends who were close to them.</li> </ul>	<ul style="list-style-type: none"> <li>- The students voluntarily raised their hands to give opinions and ask questions.</li> <li>- The students were willing to discuss their work with anybody.</li> </ul>
3	The students' vocabulary mastery	<ul style="list-style-type: none"> <li>- The students checked their dictionary when</li> </ul>	<ul style="list-style-type: none"> <li>- The students were not dependent to their</li> </ul>

	was low.	finding unfamiliar words. - The students needed to be guided within groups to guess meaning from context.	dictionary. - The students applied guessing meanings from context on their own.
4	The students had difficulties in comprehending texts.	- The students was made familiar with the topics - The students were taught and guided to apply reading strategies to comprehend texts. - The students asked a lot of questions in applying the strategies and comprehending the texts.	- The students became more skilled in applying the reading strategies. - The students did not ask too many questions related to the text and the strategies.
5	The students were not confident with their work.	- The students needed to be encouraged to share the result of their group discussions. - Only some students were willing to volunteer retelling the texts.	- The students automatically shared their work when realizing it was their turn. - Students confidently retold the texts using their own words and versions.

Besides the evidence gained from the interviews and observation, the results of statistical analysis also validated the evidence of improvement. The statistical analysis could give a clear explanation about the significant improvement. The results of the analysis are presented in Table 9.

Table 9: **The Minimum, Maximum, Mean, and Standard Deviation**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	51	86	66.03	10.174
Posttest	32	63	94	77.87	8.412
Valid N (listwise)	32				

Table 9 shows that there is a significant improvement in the students' reading comprehension ability. It can be seen from the value of the mean score in the posttest which is higher than that in the pretest. The gain score improves 11.84 points, which is from 66.03 in the pretest and 77.87 in the posttest. Moreover, the standard deviation in the posttest, which is 8.412, is smaller than the standard deviation in the pretest which is 10.174. It means that the students' the range between students' highest score and lowest score is narrower. This means that the reading comprehension ability of the students improved generally.

## **CHAPTER V**

### **CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS**

This chapter presents the conclusions, implications, and suggestions. The conclusions and the implications are drawn from the findings. The suggestions are given to the English teacher, the students, and future researchers.

#### **A. CONCLUSIONS**

In reference to the findings as discussed in Chapter IV, the following presents the conclusion with regard to the problems stated in Chapter I. This study investigated how the use of reciprocal teaching improved the students' reading comprehension ability. The research findings showed that the students' reading comprehension ability improved through the use of reciprocal teaching. Regardless other factors which might contribute to students' reading comprehension, the results of the pretest and posttest showed that students' ability to comprehend narrative texts improved after the implementation of the actions. In addition, the findings also led the researcher to the following conclusions.

First, using reciprocal teaching to teach reading had changed students' attitude towards reading. After the actions were implemented, they found that reading was fun and became more motivated in learning reading. Then, interaction between the teacher /and the students, as well as among students themselves, is effective to engage the students in the teaching and learning process. Dialogues and discussions held



during teaching and learning process helped them to feel at ease while learning. It also made them more relaxed and more confident in sharing their thoughts, giving opinions, and asking questions. Then, the strategies of reading taught in reciprocal teaching promoted students' reading comprehension. Predicting helped them to activate their background knowledge and to know what to expect from the text, questioning helped them to stay focused and aware of the important details, clarifying helped them to understand meanings from contexts, as well as to enrich their vocabulary, and summarizing helped them to check whether they had understood the text completely.

Moreover, the use of reciprocal teaching was believed to be effective in improving students' reading comprehension. The result of their tests showed significant improvements after the researcher implemented reciprocal teaching. Finally, the activities conducted in reciprocal teaching which provided scaffolding, ranging from easy to difficult tasks, made the students able to apply reading strategies on their own. This proves that reciprocal teaching trains the students to be independent readers well.

## **B. IMPLICATIONS**

From the results of the research, some implications could be drawn as follows. The use of strategies reciprocal teaching could improve the students' reading comprehension ability. It can be seen from the results of the pre-test and post-test. It implies that reading strategies have an important role for them to comprehend the texts since the strategies helped them concentrate, clarify, and connect what they

already have on their mind and the information gained from the texts. Besides, the activities of reciprocal teaching which provided scaffolding could motivate the students to join the reading class. It could be seen from their enthusiasm in joining the activities in the reading teaching and learning process. It implied that it would be easier for the teacher to build up the students' motivation if he or she provided scaffolding. The students would not feel the reading texts or materials are too difficult. Then, the integration of the strategies and activities in activating students' reciprocal teaching improved their participation in the teaching and learning process. This implied that the teacher should be creative in creating various activities to teach reading.

### **C. SUGGESTIONS**

Based on the findings, conclusions and implications of the implementation of strategies of activating students' schemata, there are some suggestions to the researcher, the teacher, the students and the future researchers. The recommendations are intended to enhance and find the best way in teaching reading for junior high school students. The recommendations are presented as follows.

#### **1. To the English teacher**

Using reciprocal teaching can improve their reading comprehension ability significantly. It teaches reading strategies and gives more scaffolding in the teaching learning process for the students' who have low English competence. Therefore, the English teacher is suggested to apply strategies in this action research in teaching

reading about various text types. It is also suggested for the teacher to seek for other strategies to teach reading to provide various activities in the classroom.

2. To the students

The students are suggested to continue to apply the strategies which they had learnt in this action research when reading other types of text, both inside and outside of the class. They are expected to read more to enrich their vocabulary. Although they had learnt how to guess meanings of words from their context, they are suggested to check their dictionary or ask their teacher to make sure.

3. To future researchers

Since this study was conducted for senior high school students, it is suggested for other researchers who will conduct similar study to do it in a lower level. This is to find out whether reciprocal teaching is also suitable to teach younger learners. It is also suggested that other researchers conduct the research using other genre of text.

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# APPENDICES

# **APPENDIX A**

# **FIELD NOTES**



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<b>No.</b>	<b>: FN01</b>
<b>Date</b>	<b>: Saturday, April 4<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 07.15 – 08.45 (2x45 minutes)</b>
<b>Activity</b>	<b>: Pre-Observation</b>
<b>R</b>	<b>: Researcher</b>
<b>C</b>	<b>: Collaborator</b>
<b>ET</b>	<b>: English Teacher</b>

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ET entered the classroom at 07.15 followed by R and C. It was the first lesson of the day so the students were still busy settling themselves and their belongings. Some students were sitting on the table chatting with their friends, yet immediately returned to their seats when noticing ET had entered the class.

ET greeted the students by saying “*Assalamu’alaikum, wr.wb*” and asked how they were by saying “How are you today?” Only a few students answered “I’m fine, thank you. And you?” Apparently, most students had not paid full attention to the ET yet and she had to repeat asking with louder voice. The students finally answered at the same time. The ET checked the students’ attendance by asking whether anyone was absent and all of the students were present.

Before starting the lesson, ET introduced R and C to the class. She further gave time to R and C to explain their purpose of joining the lesson that day, which was to conduct an observation before doing research. They further requested that the students behave naturally as if they were not being observed.

ET started the lesson by reviewing what they had discussed in the previous meeting, which was recount text. The ET triggered discussion by asking “So, what have we learned on Thursday? *Terakhir belajar apa masih ingat nggak?*”. A student named Rosa shouted “Recount text, Ma’am”, another student named Pipit agreed, saying “*Iya Ma’am. Kemarin tentang Recount.*” The ET asked further question about recount text, which included the structure, the grammar used, and the texts discussed previously. Some students, especially Rosa and Pipit, were involved in the discussion. However, most of the students did not pay attention. The girls sitting at the back were playing with their mobile phones and the boys were chatting with one another.

ET gave handouts to the students. It contained jumbled paragraphs of a recount text and several questions related to the text. The ET gave the students some time to do the task. ET sat on her desk and let the students do it on their own. Once in a while, the students asked the meaning of several vocabularies to the ET, as well as R and C. The students managed to stay quiet for about 15 minutes, yet they started to get noisy afterwards. The ET checked whether they had finished working on their task by asking “*Sudah Selesai?*”, and it turned out that they had not finished yet. The ET then continued saying “*Kalau belum selesai, dikerjakan dulu, ngobrolnya nanti.*” However, the students kept chatting arguing that they were discussing the text.

After students had finished arranging the paragraphs and answering the questions, the ET invited the students to check their answers. The ET chose a student randomly to give his opinion on which paragraph was the first paragraph and asked for other students’ opinions afterwards. She did the same for the rest of the paragraphs.

The ET then asked the students the meanings of some seemingly difficult vocabularies which the students might now know yet. The bell rang before the ET got to check the students’ answers for the questions. Therefore, she decided to do that the next meeting.

Before ending the class, she asked the class what they have learned that day and gave a task to make a short recount text about their holiday. Finally, she closed the lesson by saying “*Terima kasih. Wassalamu’alaikum wr. wb.*”

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<b>No.</b>	<b>: FN02</b>
<b>Date</b>	<b>: Saturday, April 25<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 07.15 – 08.45 (2x45 minutes)</b>
<b>Activity</b>	<b>: Implementation (Cycle 1 Meeting 1)</b>
<b>R</b>	<b>: Researcher</b>
<b>C</b>	<b>: Collaborator</b>
<b>ET</b>	<b>: English Teacher</b>

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R, C, and the ET entered the classroom right after the bell rang. Some students were sitting outside of the classroom. The students were being spoiled at first and they refused to come into the classroom immediately. Yet they eventually came and settled. The ET let R and C took over the class directly. R greeted the students by saying “*Assalamu’alaikum, wr.wb.*” and continued asking “Good morning, everyone. How are you today?” after they answered the greeting. It had been a long time since R and C conducted observation in the class, therefore, they checked whether the students still remembered them. It turned out they forgot R and C’s names. R and C then re-introduced themselves to the students. Afterwards, C joined the ET who was sitting at the back of the class.

Before starting the lesson, R checked the students’ attendance by calling out the students’ names one by one, instead of just asking if anyone was absent. R did that to know the each student’s name and to create a bond with them so that they were willing to be cooperative. R made small talks with each student, such as asking their nick names, where they lived, and their birthdays.

Before giving further explanation about the research and reciprocal teaching, R previewed narrative text. She aimed to check whether the students remember its structures, parts, and features of narrative text. She asked the students “Have you heard of Narrative text?” and almost all of them shouted “Yes, Miss.” R then asked “Good. What is it?” then a student answered “*Itu yang tentang cerita cerita gitu kan, Miss?*” then R confirmed by saying, “Right. *Cerita*. What else do you know about Narrative text?”. R heard some students shouted “*Cerita yang dimasa lampau pokoknya, Miss.*” “*Iya yang kayak legenda legenda gitu, Miss.*” R confirmed again, saying “That’s true. But what about the parts? *Masih ingat nggak di teks naratif itu ada apa saja bagian – bagiannya?*” After some pause, a student answered “*Ada orientation, ada complication, sama resolution, bukan Miss?*” “*Iya. Tepat. Jadi bagian – bagian naratif teks itu ada orientation, complication, dan resolution. Lalu, dalam orientation isinya apa?*” asked R. Students answered at the same time, making unclear noises. R then picked a student to answer, he said “*Orientation itu yang isinya pengenalan, yang anu, tokoh, waktu, sama yang gitu – gitu, Miss.*” R confirmed, “True. Orientation part consists of the introduction of the character and time and one more, location. *Iya kan? Biasanya dijelaskan lokasinya juga kan?*” the students answered “*Iya, Miss.*” “*Alright, lalu bagian complication isinya apa?*” They answered, “*Masalah – masalah, Miss.*” R happily confirmed, “*Yes. Masalah ya. Nanti akan timbul konflik disitu.* Great. Now what about the last one, resolution? *Isinya apa kalau resolution?*” the same student who answered the question about orientation joked “*Ya solusi masalahnya, Miss. Kan resolution. Re sama solution. Solusi, Miss.*” The class laughed, however, although he answered jokingly, the answer was true and made sense. R then confirmed, “*Alright. Bener kok. Resolution itu isinya penyelesaian masalah.*” R further asked, “*Jadi, ada pertanyaan nggak tentang bagian – bagian dari teks naratif? Ada yang masih bingung?*” After some pause, R assumed that they did not have any questions, she then asked, “*Lalu fungsinya teks ini apa? Apakah sekedar cerita saja, atau untuk member informasi, atau untuk apa?*” “*Untuk menghibur,*

*Miss.*” Answered some students R was sure that students did not have any problems with narrative text; therefore, R could begin introducing reciprocal teaching.

R explained the goal of the research to the students, which was to improve their reading comprehension. She further described the techniques which she was going to use; reciprocal teaching. It focused on the four key reading strategies and scaffolded practices. Here, in the first meeting of cycle 1, R modeled the use of the four key reading strategies, which were predicting, questioning, clarifying, and summarizing. The students looked confused with the explanation and asked “*Itu apa to, Miss?*”, “*Belum pernah denger e, Miss.*” R comforted the students, saying, “*Belum pernah mempelajari ini ya? Ayo kita belajar bareng – bareng ya. Tenang aja, nanti Miss ajarin dulu kok pelan – pelan*”. R and C then distributed handouts containing the materials of the four key reading strategies. The explanations and the guided practices were provided there. However, R did not ask the students to learn by themselves, she guided them in comprehending the materials. She led the discussion occurring in the class and guided them through the strategies one by one.

First of all, R explained the first strategy, predicting. R explained that before reading a passage, it is necessary to make predictions of what the passage might be about. That would help them to understand better, since they knew what to expect. Predicting could be done from the picture, if any, the title, and the information given previously. In the handout, R provided some pictures and titles of a text. R asked the students to predict what the texts might be about. R led the students to discuss a picture of mango trees. They came up with nice predictions, such as kinds of mangos, where mangos are from, a story of a mango farmer, the legend of mango, and a story of a child who likes to climb mango trees.

R moved on to the next reading strategy, which was questioning. She explained and modeled the way it worked. Questioning checked the students’ in-depth understanding of what they had read. R asked the students to read some paragraphs, one paragraph at a time. After that, they had to make at least one question whose answer was the gist of the paragraph. That way, they found what was discussed in the paragraph. They would not be able to make such a question if they did not understand. R and C went around the class to check whether all students had made the questions.

After making sure that the students had understood the two strategies, R continued with the third strategy, clarifying. Here R helped the students to clarify the meanings of unfamiliar vocabularies and unclear references. R modeled the use of guessing meaning from context. Therefore, the students did not need to rely on their dictionaries all the time. R provided some examples from the paragraphs and took some unfamiliar vocabularies and references. Then, she asked the students to find the meanings and what they referred to. R realized that making the students master this strategy was the most difficult; therefore, she gave a lot of examples and more time on this.

R realized that she was running out of time. There was still one strategy to be modeled left, yet she only had about ten minutes left. Then, she moved on quickly to the next strategy, summarizing. It was not difficult to explain the strategy since the students were already familiar with summarizing. They already knew that they had to find the main idea of each paragraph in a passage and then combined them all into one new paragraph. Besides, the students had already found the main idea of each paragraph when discussing the second strategy, the questioning. The goal of R’s here was to make them summarize using their own words. Yet, the students still did copying and pasting. Due to lack of time, R could only model the way to do it. She did not have a chance to see how the students summarize. However, she would give a lot of summarizing practices in the next meetings.

Before ending the class, she asked the class what they have learned that day and reflected on what they had done together. Finally, she closed the lesson by saying “*Terima kasih. Wassalamu’alaikum wr. wb.*”

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<b>No.</b>	<b>: FN03</b>
<b>Date</b>	<b>: Thursday, April30<sup>th</sup> 2015</b>
<b>Time</b>	<b>: 12.30 – 14.00 (2x45 minutes)</b>
<b>Activity</b>	<b>: Implementation (Cycle 1 Meeting 2)</b>
<b>R</b>	<b>: Researcher</b>
<b>C</b>	<b>: Collaborator</b>
<b>ET</b>	<b>: English Teacher</b>

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R and C, as well as the ET, entered the classroom right after the bell rang, ending break time. However, some tables were still empty since the students had not returned yet from the cafeteria. The remaining students also looked tired since the previous lesson was sport. Therefore, while waiting for the rest of the students to come back, R and C tried to have small talks with them. Beside to make the students feel at ease while learning, it also helped to create bond within R, C, and the students. After waiting for about 10 minutes, the students had finally returned and it was time to begin the lesson.

R started the class by greeting and checking students' attendance by asking whether there was anyone absent. Everybody was present. Then, R continued by reviewing what they had learned the previous meeting. R made sure that the students still remembered the four key reading strategies modeled before. R asked the students to mention the strategies one by one. They shouted noisily naming the four strategies. However, when asked to raise their hands and given a chance to speak, they were suddenly quiet. After repeating the questions for some times, a student name Dhafin finally answered. Yet, after naming one, the other students started shouting again. Then, R reviewed the strategies one by one, checking whether they still recalled what it was and how to use it. Reading their handout given previously, the students managed to remember all of the strategies.

As written on the lesson plan, R dedicated the meeting to give guided practices for the students to be familiar and therefore, master the strategies. R directed them to make groups of four. After they were settled with their groups, R and C distributed worksheets to each student. They were given directions of what to do and given time to ask questions if confused. Each group had to pick one student as a leader whose job was to lead discussions applying the four key reading strategies. Basically, the leader needed to do as R did in the previous meeting. After making sure that the students knew what to do, R gave time to complete the tasks in the worksheet. While they were doing it, R and C went around the class just in case anyone needed help.

Students were doing quite well until they came to the third strategy which was clarifying. R and C needed to remind them over and over again not to open dictionary straight away. They needed to guess the meaning from the context first. Taking one sentence of the text in the worksheet, R gave another example of how to do that in front of the class. After the students seemed to understand, R gave time for them to continue working with their groups. R and C did the same thing, going around the class, helping the students.

After the students had completed the worksheet, R asked the group leaders to collect their works to be checked later. R discussed the tasks with the students afterwards. Due to the time, she did oral discussions only. She checked the answers to the practices of the key reading strategies one by one. When asked, most students shouted randomly, therefore, she gave a chance for each group leader to voice their thoughts on the matter.

The bell rang when R and the students were discussing the answers of multiple choice questions provided in the worksheet. R did a quick reflection of what they had learned that day and mentioned that they were still going to do more practices the next meeting. Finally,

she closed the lesson by saying *“Thank you so much you guys. I will see you again on Saturday. Wassalamu’alaikum wr. wb.”*

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<b>No.</b>	<b>:</b>	<b>FN04</b>
<b>Date</b>	<b>:</b>	<b>Saturday, May 2<sup>th</sup> 2015</b>
<b>Time</b>	<b>:</b>	<b>07.15 – 08.45 (2x45 minutes)</b>
<b>Activity</b>	<b>:</b>	<b>Implementation (Cycle 1 Meeting 3)</b>
<b>R</b>	<b>:</b>	<b>Researcher</b>
<b>C</b>	<b>:</b>	<b>Collaborator</b>
<b>ET</b>	<b>:</b>	<b>English Teacher</b>

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R and C came earlier than usual to the class. When they arrived, most of the girls were sitting on a bench in front of the class. While waiting for the ET, they joined them and they mingled with one another. When the bell rang, R and C, together with the students, entered the class.

It was the first lesson of the day. The students were still enthusiastic to learn. That day, the English teacher was the one who opened the class by saying *“Assalamu’alaikum, wr.wb.”* and continued asking *“Good morning, everyone. How are you today?”* after they answered the greeting. She had to announce an assignment for the students. Due to the research conducted by the researcher, she couldn’t give the assignment yet. After that, R handled the class. She started by checking the students’ attendance by asking whether anyone was absent that day. It was raining hard in the morning, 3 students did not come to the class.

R explained what the students would do that meeting. First, R gave feedbacks of their work previously. R gathered common mistakes found in their works and discussed it together. The students were still confused in clarifying the reference. Therefore, R gave more explanation and examples taken from the previous worksheet.

After working together in a group, they were expected to be able to apply the strategies on their own, and therefore, able to work on their own. However, the practice was still categorized as a guided practice, so they were still allowed to sit in groups to do discussions when needed. Yet they were to work on their own worksheet. After the students understood what to do, R and C distributed the worksheets.

The students were given time to complete the worksheets. R and C went round the class, checking how the students were doing. R stopped by in a group. They were not paying attention when explained and they did not know what to do. When explained again, two of them did not pay attention, they were chatting instead. It turned out that one of them needed to join an event held at a university. However, she was not given permission to leave the school. She was very upset. It affected the group’s work since she kept complaining and kept talking about how she really wanted to leave.

R stopped by in every group to ask how they were doing with the work. After the students had completed the worksheet, R asked them to collect their works to be checked later. R discussed the tasks with the students afterwards. Due to the time, she did oral discussions only. When asked what the text was about, most students shouted randomly, therefore, she gave a chance for them to raise their hand to voice their opinion. To R’s surprise, quite some students raised their hands. This occurrence was the opposite of that in the first meeting. The students were not shy to raise their hands and to give opinion anymore.

After a while, R realized that they were running out of time. Therefore, R decided to end the discussion and did reflection of what they had learned that day. Finally, she closed the lesson by saying *“Thank you so much you guys. I will see you again next week. Wassalamu’alaikum wr. wb.”*

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<b>No.</b>	<b>:</b>	<b>FN05</b>
<b>Date</b>	<b>:</b>	<b>Thursday, May 7<sup>th</sup> 2015</b>
<b>Time</b>	<b>:</b>	<b>12.30 – 14.00 (2x45 minutes)</b>
<b>Activity</b>	<b>:</b>	<b>Implementation (Cycle 2 Meeting 1)</b>
<b>R</b>	<b>:</b>	<b>Researcher</b>
<b>C</b>	<b>:</b>	<b>Collaborator</b>
<b>ET</b>	<b>:</b>	<b>English Teacher</b>

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ET, followed by R and C, entered the classroom right after the bell rang. However, some tables were still empty since the students had not returned yet from the cafeteria. The remaining students also looked tired since the previous lesson was sport. Therefore, while waiting for the rest of the students to come back, R and C tried to have small talks with them. Beside to make the students feel at ease while learning, it also helped to create bond within R, C, and the students. After waiting for about 10 minutes, the students had finally returned and it was time to begin the lesson.

R started the class by greeting and checking students' attendance by asking whether there was anyone absent. Everybody was present. Then, R continued by reviewing what they had learned the previous meeting. R made sure that the students still remembered the four key reading strategies modeled before. R asked the students to mention the strategies one by one. They shouted noisily naming the four strategies. However, when asked to raise their hands and given a chance to speak, they were suddenly quiet. Then, R reviewed the strategies one by one, checking whether they still recalled what it was and how to use it.

As written on the lesson plan, R gave less guided practices for the students to help them master the key reading strategies. R asked them to work in pairs. After they had settled with their pairs, R and C distributed worksheets to each student. They were given directions of what to do and given time to ask questions if confused. This meeting's task was to arrange jumbled paragraph and then answered questions. While they were doing it, R and C went around the class just in case anyone needed help.

After the students had completed the worksheet, R asked them to collect their works to be checked later. R discussed the tasks with the students afterwards. Due to the time, she did oral discussions only. She checked the answers to the practices of the key reading strategies one by one. When asked, more students were brave enough to raise their hands than they were before. R gave each student a chance to say what they had to say.

R did a reflection of what they had learned that day and mentioned that they were still going to do more practices the next meeting. Finally, she closed the lesson by saying *"Thank you so much you guys. I will see you again on Saturday. Wassalamu'alaikum wr. wb."*

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<b>No.</b>	<b>:</b>	<b>FN06</b>
<b>Date</b>	<b>:</b>	<b>Saturday, May 9<sup>th</sup> 2015</b>
<b>Time</b>	<b>:</b>	<b>07.15 – 08.45 (2x45 minutes)</b>
<b>Activity</b>	<b>:</b>	<b>Implementation (Cycle 2 Meeting 2)</b>
<b>R</b>	<b>:</b>	<b>Researcher</b>
<b>C</b>	<b>:</b>	<b>Collaborator</b>
<b>ET</b>	<b>:</b>	<b>English Teacher</b>

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R, C, and ET entered the class. As usual, since it was the first lesson of the day, some students were not present yet. They came late. However, it was already 07.15, R started the class anyway. R started by letting the students know that it was the last meeting of the research. R further explained that they were going to work individually this last meeting.

They were going to apply the four strategies on their own by continuing a story and answering questions.

R got carried away so that she forgot to greet the students, therefore, she greeted them as soon as she remembered, saying *"Oh my god, I forgot to greet you guys. Alright here it is. Assalamu'alaiku wr. wb. Good morning guys. How are you today?"* To her surprise, the students found it funny that she did that and laughed. They answered it excitedly. R checked the students' attendance afterwards. All of them were present.

R checked the students' understanding of the strategies for the last time. She would not go around the class while they were doing their tasks this time. She would let them do them on their own. The students seemed to show satisfying improvements since they were first introduced to the strategies. R was confident that they would do the tasks well. R and C distributed the worksheets afterwards. R warned the students that they should do it on their own and that they were not allowed to open dictionary.

While the students were completing the worksheets, R and C sat at the back, joining the ET. They discussed the progresses which the students had made. After about forty five minutes, R asked the students whether they had finished doing the exercises. They stated that they needed more time. R asked whether they had problems in doing the exercises by saying *"Gimana? Udah sampe mana? Ada kesulitan?"* The students claimed that they only had problems with summary writing. They asked whether it was a must to use their own words. R emphasized that the goal of summarizing was to check whether they really comprehended the text and to make them able to retell the story. Therefore, they needed to use their own words. If taking the words from the text, it would not be a proof that they had understood.

R checked whether the students had finished by asking *"Have you finished?"* Most of them had, and some had not. R told them to collect the worksheets to be checked later. She gave a little more time for those who had not finished. After all of them had submitted their works, R reviewed and discussed it together. R asked some students to retell the story and gave their own versions of the story ends. They were creative and the stories were amusing.

Before closing the last lesson, R reviewed all of the activities that the students had completed. R collected their works and checked them all. She gave feedback and announced which groups or pairs had done the best of all the assignments. After that, she gave little rewards, which was chocolate to them. The rest of the students looked disappointed that they did not do the best. Yet, they still got souvenirs from R. R and C distributed souvenirs in the form of sticky colorful notes to them.

Having finished reviewing all the materials learned during the research, R thanked the students for being cooperative and for helping her in her research. R gave time for those who wanted to give feedbacks about the lessons and the way she delivered the materials. The bell rang in the middle of the discussion. R closed the very last meeting by saying *"Thank you very much for being cooperative guys. I really appreciate it. It means a lot to me. Wassalamu'alaikum wr. wb. I do hope to see you again guys. Take care. I'll see you when I see you."*

# **APPENDIX B**

# **INTERVIEW**

# **TRANSCRIPTS**



**No** : IT-01  
**Day/Date** : Saturday, April 4<sup>th</sup> 2015  
**R** : Researcher  
**ET** : English Teacher

R : Selamat pagi, Bu Ami.  
ET : Pagi Retno, gimana?  
R : Begini bu, pagi ini saya mau tanya – tanya sedikit tentang pembelajaran Bahasa Inggris di kelas X IIS E, terutama tentang *reading* bu.  
ET : Oh ya, boleh. Gimana mbak?  
R : Bagaimana cara Bu Ami mengajar *reading* kepada siswa bu?  
ET : Ya kalau saya biasanya cuma saya beri waktu untuk membaca teks saja, terus ya kemudian mengerjakan soal – soal yang ada. Saya masih pakai cara tradisional mbak kalau *reading*. Ya cuma gitu – gitu aja.  
R : Oh gitu, nah biasanya teks – teks yang diajarkan diambil darimana bu?  
ET : Ya kan siswa punya buku paket mbak, saya cuma ambil dari sana saja. Tapi untuk nambah – nambah vocab siswa biasanya saya carikan dari buku lain atau dari internet juga.  
R : Menurut ibu, apakah mereka sudah bisa memahami teks – teksnya dengan baik?  
ET : Yah, begitulah mbak. Masih kurang baik.  
R : Tapi apakah mereka antusias bu dalam belajar?  
ET : Kurang mbak, biasanya mereka kurang suka kalau cuma disuruh membaca, kebanyakan anak – anak malah ngobrol sendiri.  
R : Bagaimana pencapaian siswa – siswi kelas X IIS 1 dalam *reading* selama ini bu?  
ET : Khusus IIS satu aja mbak? Kalau IIS 1 itu masih agak dibawah kelas yang lain. Pernah saya beri teks yang sepertinya mudah, tapi ya masih banyak yang salah –  
R : salah.  
ET : Oh begitu bu, jadi kelas lainnya lebih pintar – pintar ya siswanya bu?  
Ya bisa dibilang begitu, tapi yang jelas kelas yang lain itu lebih antusias dalam  
R : belajar mbak.  
ET : Memangnya kesulitan apa saja yang sering mereka hadapi dalam memahami teks?  
Banyak mbak faktornya. Yang pertama itu vocab. Dalam teks kan banyak vocab – vocab yang mereka belum familiar. Lalu ini mbak, *complex sentences* itu lho. Kan banyak kalimat – kalimat yang pakai *complex sentences* dan mereka kan ilmunya belum sampai kesitu jadi ya sedikit banyak mengganggu pemahaman mereka. Itu kalau dari segi teksnya, kalau dari siswanya ya motivasinya kurang. Kalau nemu vocab yang susah itu mereka nggak berusaha cari di kamus. Mereka justru malah  
R : ngobrol sendiri dan main hape.  
Lalu bagaimana cara ibu membantu mereka mengatasi kesulitan – kesulitan tersebut?  
ET : Apakah ibu pernah mengajarkan strategi – strategi membaca pada siswa?  
Belum e mbak, terus terang saya kalau mengajar *reading* itu cuma saya suruh baca  
R : dan mengerjakan soal saja.  
Lalu bagaimana cara ibu mengecek pemahaman siswa bu? Jadi cara Bu Ami tahu  
ET : kalau mereka itu sudah paham tentang isi teksnya atau belum itu bagaimana?  
Kalau saya biasanya saya suruh menceritakan kembali mbak, tapi pakai Bahasa Indonesia. Kalau pakai Bahasa Inggris kan paling mereka cuma ambil kalimat – kalimat dari teksnya. Kalau pakai Bahasa Indonesia kan kelihatan sudah tahu  
R : maksudnya apa belum.  
Oh iya ya bu. Baik bu, untuk sekarang ini dulu saja. Nanti kalau saya ada pertanyaan  
ET : lagi, saya datang lagi bu, hehe. Terima kasih atas waktunya bu.

R : Iya mbak, saya selalu disini kok. Nanti kabari saja kalau mau datang lagi.  
Baik bu.

**No : IT 02**  
**Day/Date : Saturday, April 4<sup>th</sup> 2015**  
**R : Researcher**  
**S : Students**

R : Pagi dek. Dek kalian siswa kelas X IIS 1 kan? Boleh tanya – tanya sebentar nggak?  
S1 : Iya mbak boleh. Tanya – tanya tentang apa to mbak?  
R : Ini tentang pelajaran Bahasa Inggris dek. Guru Bahasa Inggrisnya Bu Ami ya?  
S1 : Iya mbak.  
R : Bahasa Inggris kan ada *listening*, *speaking*, *reading*, sama *writing* dek. Nah bu guru tu kalau ngajar *reading* gimana caranya?  
S1 : *Reading* tu membaca kan mbak? Ya cuma disuruh baca aja biasanya. Terus paling habis itu ngerjain soal.  
R : Oh gitu, lha biasanya teks yang dibaca diambil dari mana?  
S1 : Ya dari buku mbak.  
S2 : Tapi Bu Ami pernah ngasih foto kopian sendiri juga kok. Tapi cuma sekali kayaknya.  
R : Oh gitu, terus teks – teksnya menurutmu susah nggak dek?  
S1 : Ya ada yang susah ada yang enggak mbak. Tapi banyak susahnya, hehe.  
R : Kok susah? Yang bikin susah itu apanya sih dek kalau menurut kalian?  
S1 : Mm apa ya, ya pokoknya susah mbak. Jawab, Ros. Gantian.  
S2 : Kan banyak kata – kata yang susah mbak, yang nggak tahu artinya. Terus kan kita juga nggak paham tentang grammar – grammar gitu.  
S1 : He eh mbak grammar tu bikin pusing.  
R : Gitu ya... Terus Bu Ami pernah ngajarin strategi – strategi buat mbaca gitu nggak  
S1 : sih?  
Strategi apa si mbak. Kayaknya belum pernah. Pokoknya cuma suruh baca aja kok terus ngerjain soal. Kalo ngasih soal – soal gitu juga nggak jelas disuruh ngapain.  
R : Kita suka bingung.  
Oh gitu ya dek. Yaudah deh, udah cukup tanya – tanya ini dulu aja. Makasih banyak  
S1 : ya dek.  
Sama – sama mbak.

**No : IT 03**  
**Day/Date : Saturday, April 25<sup>th</sup> 2015**  
**R : Researcher**  
**ET : English Teacher**

R : Bagaimana bu pendapatnya tentang cara saya mengajar tadi?  
ET : Tadi baru ngajar yang strategi – strateginya ya mbak?  
R : Iya bu, tadi mengajarkan empat strategi membaca.  
ET : Yah saya lihat sudah bagus kok mbak. Saya lihat tadi kebanyakan terlibat dalam tanya jawabnya. Tapi ya masih ada beberapa yang asik sendiri.  
R : Iya bu, hehe. Ada beberapa yang sulit diajak bekerja sama.  
ET : Ya, itu kan ada banyak mbak faktornya. Yah, ndak apa – apa ini kan baru pertemuan pertama. Anak – anak juga belum terlalu kenal sama Retno. Nanti kalau sudah kenal  
: kan lebih enak.  
R : Iya bu. Semoga besok bisa lebih baik lagi. Ada saran untuk pertemuan – pertemuan

	berikutnya bu?
ET	: Apa ya. Minggu depan sudah mulai yang berkelompok – kelompok itu ya? Ya dipersiapkan saja. pastikan nanti semua anak – anaknya terlibat.
R	: Baik bu. Terima kasih nggih.

<b>No</b>	<b>: IT 04</b>
<b>Day/Date</b>	<b>: Saturday, April 25<sup>th</sup> 2015</b>
<b>R</b>	<b>: Researcher</b>
<b>S</b>	<b>: Student</b>
R	: Halo dek. Aku tanya – tanya sedikit ya?
S	: Oke mbak.
R	: Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya kalau sama bu guru?
S	: Beda banget mbak. Tadi lebih seru sama lebih paham juga. Kalau biasanya tu bosen mbak. Nggak menarik sama sekali.
R	: Oh ya? Berarti tadi lebih menarik ya?
S	: Iya mbak menarik. Kan ada strategi – strategi gitu. Kalo bu guru tu cuma disuruh mbaca terus cuma ceramah aja. Mana suaranya bu guru kan kecil, nggak kedengaran dari belakang. Jadi pada rame sendiri. Kalo mbaknya tadi kan ada lucu – lucunya.
R	: O gitu, kalo kekurangan dari cara ngajar mbak tadi apa dek?
S	: Mm apa ya mbak, tadi ada beberapa kata – kata yang susah. Besok kalau cari teks kata – katanya yang gampang – gampang aja ya mbak.
R	: Haha, ya kan tadi aku ajarin cara <i>guessing meaning from context</i> . Kan itu bagian dari strategi yang <i>clarifying</i> . Hayo, inget nggak?
S	: Hehe, aduh. Inget kok mbak, inget. Tapi susah e.
R	: Oke dek nggak apa – apa kok. Besok kita <i>review</i> lagi. Terus buat pertemuan – pertemuan selanjutnya ada saran nggak?
S	: Mmm besok games aja mbak, hehe.
R	: Yah, besok mbak sesuaikan sama materinya ya. Kalau bisa ya kita main, tapi sepertinya bakal lebih banyak kerja kelompok.
S	: Ya itu juga nggak apa – apa mbak.
R	: Okelah dek. Makasih ya.

<b>No</b>	<b>: IT 05</b>
<b>Day/Date</b>	<b>: Saturday, April 25<sup>th</sup> 2015</b>
<b>R</b>	<b>: Researcher</b>
<b>S</b>	<b>: Student</b>
R	: Hai Galih, lagi ngapain dek?
S	: Cuma duduk – duduk kok mbak. Kok mbak – mbaknya belum pulang?
R	: Iya dek, nungguin kalian istirahat. Mau tanya – tanya sedikit ya?
S	: Tanya apa mbak? Ya tanya aja mbak, haha.
R	: Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya kalau sama bu guru?
S	: Beda mbak. Lebih seru sama lebih niat belajarnya.
R	: Lebih niatnya gimana nih?
S	: Ya kan tadi diajarin strategi – strategi to, kan belum pernah diajarin kayak gitu, jadi
R	: asik.
S	: O gitu, tadi udah paham sama semua strateginya? Mbak tadi ngajarnya gimana? Paham mbak, ngajarnya asik kok. Mbaknya lucu. Sama tadi kan ditanyain satu –

R : satu, jadi paham.  
 S : Hehe, oke. Kalau kekurangannya apa menurutmu?  
 Ya tadi ada kata – kata sulit mbak. Sama mbaknya ngomong Inggrisnya kebanyakan, kadang – kadang bingung mbaknya ngomong apa. Mbok kalau bisa habis ngomong  
 R : tu diartikan mbak.  
 Waduh, namanya juga pelajaran Bahasa Inggris dek, hehe. Kan biar kamu terbiasa komunikasi pakai Bahasa Inggris, kalau diartikan ya sama aja. Ya besok aku  
 S : ngomongnya pelan – pelan deh, hehe.  
 R : Iya mbak, hehe.  
 S : Terus ada saran buat pertemuan selanjutnya nggak?  
 R : Ya itu tadi mbak, ngomong Inggrisnya dikit aja, hehe.  
 Haha, oke deh dek. Makasih ya.

**No : IT 06**  
**Day/Date : Thursday, April 30<sup>th</sup> 2015**  
**R : Researcher**  
**ET : English Teacher**

R : Bagaimana bu pendapatnya tentang cara saya mengajar tadi?  
 ET : Kalau menurut Retno sendiri dulu gimana? Sukses nggak tadi mengarahkan anak – anak kerja kelompoknya?  
 R : Mm ya kalau menurut saya sudah lumayan bu, semua mengerjakan seperti yang diperintahkan. Tapi ada satu kelompok yang mengobrol terus, sulit sekali  
 ET : dikendalikan.  
 Yah begitulah mbak. Tidak semua anak – anak bisa diajak fokus. Kadang kasihan  
 R : yang lain yang ingin serius belajar.  
 Menurut ibu, apakah strategi – strategi membaca yang diajarkan kemarin membantu  
 ET : meningkatkan pemahaman siswa bu?  
 Membantu mbak, kelihatannya mereka jadi tahu informasi – informasi apa yang  
 R : penting dari teks. Tapi untuk yang klarifikasi reference masih kesulitan ya tadi?  
 Iya bu, untuk guessing meaning from context juga mereka langsung membuka  
 ET : kamus. Saya minta coba dulu tapi banyak yang langsung buka kamus.  
 Ya untuk pertemuan selanjutnya coba dipikirkan untuk melatih mereka tentang  
 R : klarifikasi ini ya.  
 Baik bu.

**No : IT 07**  
**Day/Date : Thursday, April 30<sup>th</sup> 2015**  
**R : Researcher**  
**S : Student**

R : Halo Frumen, lagi ngapain? Aku wawancarai sebentar ya?  
 S : Wawancara apa mbak?  
 R : Cuma tanya – tanya sedikit tentang pelajaran tadi. Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya?  
 S : Beda mbak, tadi belajar strategi – strategi gitu, pakai ada leader – leader gitu. Biasanya nggak kayak gitu.  
 R : Terus itu memudahkan kamu buat memahami teks yang dikasih tadi nggak?  
 S : Memudahkan mbak, jadi tahu teksnya tentang apa. Biasanya kalau cuma njawab soal kan nggak dibaca semua. Cuma cari kata – kata yang di soalnya aja.  
 R : Jadi gitu ya? Kebiasaan baca soalnya dulu baru cari jawaban?

S : Iya mbak jadi nggak tau sebenarnya ceritanya tentang apa. Hehe  
 R : Terus tadi kan baca dulu baru jawab soal, ada bedanya nggak sama biasanya?  
 S : Beda mbak, tadi habis baca tu kan udah paham, njawab soalnya langsung njawab aja  
 : nggak perlu baca lagi.  
 R : O gitu, terus tentang cara ngajar mbak tadi gimana?  
 S : Enak kok mbak, lebih santai belajarnya daripada kalau sama bu guru. Lebih jelas juga penjelasannya.  
 R : Oke bagus. Terus ada saran untuk pertemuan – pertemuan selanjutnya?  
 S : Nggak tau e mbak. Nggak ada kok.  
 R : Oh oke deh, makasih ya dek.

**No : IT 08**  
**Day/Date : Thursday, 30<sup>th</sup> 2015**  
**R : Researcher**  
**S : Student**

R : Hai dek, lagi ngapain? Aku tanya – tanya sebentar ya?  
 S : Tentang apa mbak?  
 R : Cuma tanya – tanya sedikit tentang pelajaran tadi. Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya?  
 S : Beda mbak, biasanya nggak kayak gitu kalau materinya teks.  
 R : Terus itu memudahkan kamu buat memahami teks yang dikasih tadi nggak?  
 S : Memudahkan mbak, jadi tahu teksnya tentang apa. Biasanya kalau cuma njawab soal kan nggak dibaca semua. Cuma cari kata – kata yang di soalnya aja.  
 R : O gitu, terus tentang cara ngajar mbak tadi gimana?  
 S : Enak kok mbak, lebih santai belajarnya daripada kalau sama bu guru. Lebih jelas juga penjelasannya.  
 R : Oke bagus. Terus ada saran untuk pertemuan – pertemuan selanjutnya?  
 S : Ya besok – besok lebih seru lagi aja mbak, hehe.  
 R : Haha oke dek, makasih ya.

**No : IT 09**  
**Day/Date : Saturday, May 2<sup>nd</sup> 2015**  
**R : Researcher**  
**ET : English Teacher**

R : Bagaimana bu pendapatnya tentang cara saya mengajar tadi?  
 ET : Ini cycle satunya sudah selesai ya?  
 R : Iya bu.  
 ET : Yah, sudah cukup bagus. Tadi cuma langsung kerja mandiri ya siswanya?  
 R : Iya bu, ini yang less guided practice. Tapi tadi tetap saya arahkan sebelumnya.  
 ET : Sepertinya siswanya belum bisa dilepas begitu saja ya? Di beberapa strategi masih tanya lagi.  
 R : Iya bu.  
 ET : Ya nggak apa – apa. Nanti di cycle dua fokuskan untuk membuat mereka otomatis mengaplikasikan strategi – strategimu. Disini kan mereka sudah bisa tapi belum lancar ya.  
 R : Lalu untuk kerja kelompoknya bagaimana bu, apa yang perlu ditingkatkan?  
 ET : Menurut Retno sendiri gimana? Apa sudah puas dengan jalannya kerja kelompok  
 R : tadi?  
 ET : Belum bu,

R	: Kenapa?
ET	: Karena itu tadi bu, karena masih banyak yang butuh bimbingan, belum bisa dilepas. Iya, itu juga. Terus menurutmu tadi sudah pada berpartisipasi semua? Apakah semua
R	: anggota kelompok sudah berkontribusi dalam pekerjaan yang diberikan?
ET	: Sepertinya belum bu. Belum mbak, hanya satu dua anggota saja yang memang pintar – pintar yang mendominasi, yang lain hanya manut – manut saja. Tugasmu disini ya memastikan
R	: kalau yang Cuma manut – manut saja itu paham juga. Gitu ya? Baik bu.
<b>No : IT 10</b> <b>Day/Date : Saturday, May 2<sup>nd</sup> 2015</b> <b>R : Researcher</b> <b>S : Student</b>	
R	: Hai dek, aku tanya – tanya sebentar ya?
S	: Tanya apa mbak?
R	: Cuma tanya – tanya sedikit tentang pelajaran tadi. Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya?
S	: Tadi kelompokan mbak, tapi kerjanya sendiri – sendiri. Asik mbak bisa diskusi.
R	: Terus itu memudahkan kamu buat memahami teks yang dikasih tadi nggak?
S	: Memudahkan mbak, jadi bisa diskusi tapi tetep usaha sendiri mbak. Kemarin kan juga udah diajarin strateginya.
R	: Kalau tentang ke empat strateginya sendiri gimana? Ada yang masih kurang paham?
S	: Mmm yang susah tu yang mencari arti kata – kata sulit mbak.
R	: Yang clarifying maksudnya?
S	: Iya mbak. Itu masih nggak ngerti gimana caranya.
R	: O gitu, besok kita latihan lagi kalo gitu. Terus tentang cara ngajar mbak tadi gimana?
S	: Enak kok mbak, tadi dikasih contoh – contoh dari teks. Jadi lebih paham. Mbaknya juga kadang – kadang lucu.
R	: Oke bagus. Terus ada saran untuk pertemuan – pertemuan selanjutnya?
S	: Nggak ada mbak, ya teksnya jangan susah – susah aja.
R	: Oke dek, makasih ya.

<b>No : IT 11</b> <b>Day/Date : Saturday, May 2<sup>nd</sup> 2015</b> <b>R : Researcher</b> <b>S : Student</b>	
R	: Hai Ade, wawancara bentar yuk.
S	: Wawancara apae mbak? Kok pakai wawancara segala?
R	: Hehe, Cuma tanya – tanya sedikit aja kok.
S	: Tanya apa mbak?
R	: Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya atau sama pertemuan yang kemarin – kemarin?
S	: Agak mirip sama yang kemarin ya mbak. Kelompokan juga.
R	: Iya, tapi ini kamu lebih mandiri kan?
S	: Iya, tapi masih boleh diskusi.
R	: Terus itu memudahkan nggak?
S	: Memudahkan mbak, habis ngerjain strategi – strateginya, ngerjain soalnya jadi gampang banget. Soalnya udah dipikirin pas bacanya tadi.
R	: Bagus. Terus ada kekurangan nggak tadi cara mbak ngajarnya.
S	: Hehe, apa ya mbak. Nggak tau aku mbak.

R	: Oke nggak apa – apa. Terus ada saran nggak buat pertemuan selanjutnya?
S	: Mmm apa ya. Kasih teks yang lebih menantang mbak, yang susah, hehe.
R	: Yakin? Haha oke. Makasih ya.

<b>No</b>	<b>: IT 12</b>
<b>Day/Date</b>	<b>: Thursday, May 7<sup>th</sup> 2015</b>
<b>R</b>	<b>: Researcher</b>
<b>ET</b>	<b>: English Teacher</b>

R	: Bagaimana bu pendapatnya tentang pertemuan ini?
ET	: Ini duah mulai cycle dua ya mbak?
R	: Iya bu.
ET	: Ini tadi masuknya guided practice ya?
R	: Iya bu, ini yang less guided practice. Tapi tadi tetap saya juga arahkan kalau ada yang masih bingung.
ET	: Banyak nggak yang bingung?
R	: Tidak sebanyak di pertemuan sebelum – sebelumnya bu.
ET	: Iya saya lihat juga sudah lebih terkondisi mengerjakannya. Tidak para tanya sana – tanya sini.
R	: Iya bu. Apakah ada saran untuk pertemuan selanjutnya bu?
ET	: Ini aja mbak, besok kalau siswa sedang mengerjakan, kamu boleh duduk sebentar, ndak harus muter – muter kelas terus. Maksudnya supaya kalau ada yang butuh bisa tanya ya? Biar mereka yang mencari kamu saja kalau butuh. Ini kan sudah pertemuan ke empat. Harus lebih mandiri mereka.
R	: Oh iya, baik bu. ada lagi bu?
ET	: Sudah itu saja mbak.
R	: Baik bu, terima kasih.

<b>No</b>	<b>: IT 13</b>
<b>Day/Date</b>	<b>: Thursday, May 7<sup>th</sup> 2015</b>
<b>R</b>	<b>: Researcher</b>
<b>S</b>	<b>: Student</b>

R	: Dek, tanya – tanya bentar ya.
S	: Tanya apa mbak?
R	: Cuma tanya – tanya sedikit tentang pelajaran tadi. Gimana menurutmu tentang pelajaran di kelas tadi? Beda nggak sama biasanya?
S	: Beda mbak, tadi ngelanjutin cerita. Ditengah sama diakhir ceritanya. Belum pernah kayak gitu.
R	: Terus gimana? Gampang kan?
S	: Ya gampang – gampang susah. Susahnya tu milih mau ngelanjutin ceritanya gimana. Kan udah paham paragraf sebelumnya intinya gimana, terus bingung mau ngelanjutkannya digimanain. Terlalu banyak imajinasi, hehe.
R	: O gitu, paragraph - paragraf mudah dipahamin kan tapi?
S	: Iya kan pakai strategi – strategi yang diajarin mbaknya kemarin.
R	: O gitu, terus ada saran buat pertemuan selanjutnya nggak?
S	: Apa ya mbak, ya lebih seru lagi aja.
R	: Oke dek. Makasih ya.

<b>No</b>	<b>: IT 14</b>
<b>Day/Date</b>	<b>: Thursday, May 7<sup>th</sup> 2015</b>

<b>R</b>	<b>: Researcher</b>
<b>S</b>	<b>: Student</b>
R	: Hei Pit, lagi ngapain? Aku tanya – tanya bentar ya.
S	: Apa mbak?
R	: Gimana tadi kelasnya? Beda nggak sama biasanya?
S	: Beda banget mbak, belum pernah ngerjain kayak gitu.
R	: Susah nggak tadi?
S	: Mmm nggak terlalu mbak, cuma disuruh ngelanjutin aja kok.
R	: Ngelanjutin tu nggak susah to dek?
S	: Nggak si mbak, soalnya kan udah ngerti teksnya tentang apa, ya tinggal tulis aja cocoknya kira – kira gimana lanjutannya. Susahnya karena nggak tahu Bahasa Inggrisnya. Tapi kan ada kamus, hehe.
R	: O gitu, terus ada saran buat pertemuan selanjutnya nggak dek?
S	: Nggak ada mbak, soalnya gini – gini aja jangan susah – susah.
R	: Oke dek, makasih ya.

<b>No</b>	<b>: IT 15</b>
<b>Day/Date</b>	<b>: Saturday, May 9<sup>th</sup> 2015</b>
<b>R</b>	<b>: Researcher</b>
<b>ET</b>	<b>: English Teacher</b>
R	: Jadi bagaimana bu pendapatnya tentang pertemuan terakhir ini?
ET	: Ya, sudah bagus mbak, kelihatan anak – anaknya mengerjakannya sudah pada bisa sendiri dan cepat mengerjakannya. Bisa dibilang, sesuai yang kamu harapkan kan?
R	: Iya bu.
ET	: Lha kamu sendiri bagaimana? Sudah puas?
R	: Mmm puas bu. Karena saya lihat anak – anaknya senang. Dulu pertama dikasih teks kan pada ngeluh, kok banyak, kok susah. Tapi sekarang dikasih teks langsung terima dan langsung dikerjakan. Jadi kelihatan kalau mereka sudah bisa.
ET	: Iya. Ya semoga saja tetap begini terus ya. Semoga ilmu yang kamu tularkan dipelihara terus sama mereka.
R	: Iya bu, lalu ada saran tidak bu untuk saya kedepannya.
ET	: Apa ya, ya pokoknya sebagai pengajar itu harus kreatif ya. Selalu dipersiapkan materinya sekreatif mungkin. Jangan khawatir kalau siswanya belum bisa. Kan banyak faktornya ya, bukan Cuma karena gurunya.
R	: Hehe, iya bu.
ET	: Apa lagi?
R	: O iya, jadi menurut ibu, metode Reciprocal Teaching yang saya gunakan ini bagaimana bu?
ET	: Bagus mbak, akan saya coba juga ini. Saya juga belajar ini tentang ini.
R	: Hehe, terima kasih bu.
ET	: Ada lagi mbak?
R	: Sudah bu, terima kasih banyak ya bu atas bimbingannya. Ibu membantu sekali.
ET	: Sama – sama ya mbak. Sama – sama belajar kita.

<b>No</b>	<b>: IT 16</b>
<b>Day/Date</b>	<b>: Saturday, May 9<sup>th</sup> 2015</b>
<b>R</b>	<b>: Researcher</b>
<b>S</b>	<b>: Student</b>
R	: Dek, tanya – tanya dikit ya.



S	: Iya mbak? Ini yang ditanyain giliran to mbak?
R	: Hehe, ya yang <i>available</i> aja yang tak tanyain. Jadi gimana dek kelas sama mbak selama ini?
R	: Asik mbak, beda sama bu guru. Lebih seru, belajarnya jadi lebih niat. Mbaknya juga lucu.
S	: Udah belajar apa aja kamu dek selama pelajaran sama mbak? Banyak mbak, strategi – strategi gitu. Terus kelompokan, terus kerja sendiri, terus ada nyusun cerita, ada melanjutkan cerita juga. Banyak mbak.
R	: Bagus. Kamu masih inget semua, hehe. Terus gimana rasanya sekarang? Reading masih susah nggak?
S	: Yang susah malah yang dulu – dulu itu mbak pas awal – awal sama mbaknya susah banget. Sekarang nggak terlalu.
R	: Terus ada saran nggak buat mbak biar ngajarnya lebih bagus lagi?
S	: Ya besok – besok jangan pelajaran terus mbak. sekali – kali games atau nonton film
R	: mbak biar lebih seru.
S	: Oke dek. Ada lagi sarannya?
R	: Udah itu aja mbak.

<b>No</b>	<b>: IT 17</b>
<b>Day/Date</b>	<b>: Saturday, May 9<sup>th</sup> 2015</b>
<b>R</b>	<b>: Researcher</b>
<b>S</b>	<b>: Student</b>
R	: Hei Dhafin, sibuk nggak? Aku tanya – tanya dikit ya?
S	: Nggak kok mbak, tanya aja.
R	: Ini kan kita udah pertemuan terakhir, gimana pendapatnya tentang kelas kita selama
S	: ini?
R	: Ya seru mbak. Belajar banyak.
S	: Belajar apa aja emangnya?
R	: Belajar caranya mbaca mbak, hehe.
S	: Haha, terus udah bisa baca belum sekarang?
R	: Yaaa pokoknya teks – teks nya udah nggak kerasa susah lagi.
S	: Oke. Ada saran nggak buat mbak kalau ngajar lagi kedepannya?
R	: Udah bagus kok mbak kamu ngajarnya. Besok – besok kalau ngajar gitu lagi aja.
S	: Pasti ada kekurangannya to dek. Apa kekurangannya?
R	: Apa ya mbak, nggak ada kok mbak. Udah gitu aja.
S	: Haha, gitu ya. Ya udah makasih ya dek. Sama – sama mbak.

# **APPENDIX C**

## **COURSE GRID**

**COURSE GRID OF THE TEACHING AND LEARNING OF NARRATIVE TEXT  
FOR GRADE X STUDENTS OF SMAN 1 KASIHAN**

**Cycle 1**

<b>Basic Competence</b>	<b>Materials</b>	<b>Learning Activities</b>	<b>Indicators</b>	<b>Assessments</b>	<b>Learning Sources</b>	<b>Media</b>
Analyzing social function, text structure, and language features in a narrative text in the form of legends appropriately.	<p><b><u>Handout:</u></b></p> <p>Four Key Reading Strategies</p> <p><b><u>Texts:</u></b></p> <p>1. The Legend of Mahakiya</p> <p>2. The Legend of a Crying Stone</p> <p><b><u>Narrative Text:</u></b></p> <p><b>1. Narrative text:</b> a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.</p> <p><b>2. Generic Structure</b></p>	<p><b><u>Opening Activities</u></b></p> <p>1. Greeting</p> <p>2. Checking students' attendance list</p> <p>3. Checking students' readiness</p> <p>4. Explaining the goal of the teaching and learning process</p> <p><b><u>Main Activities</u></b></p> <p>1. Explicit Modeling</p> <p>a. Teacher explains and models the use of the four key reading strategies, which are questioning,</p>	<p><b><u>Narrative Text:</u></b></p> <p>1. Mentioning the social functions of narrative text,</p> <p>2. Identifying the generic structure of the text,</p> <p>3. Identifying language features in the text.</p> <p><b><u>Reading Comprehension:</u></b></p> <p>1. Answering</p>	<p><b><u>Technique:</u></b></p> <p>Written test</p> <p><b><u>Forms:</u></b></p> <p>a. Multiple choices</p> <p>b. Completing paragraphs</p> <p>c. Making summaries</p>	<p>Priyana, Joko. 2008. <i>Interlanguage</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>Doddy, Achmad. 2008. <i>Developing English Competencies</i>. Jakarta: Pusat</p>	<p>Printed out narrative texts titled The Story of Lake Toba, Calon Arang, and Nyi Roro Kidul</p>

	<p><u>Orientation</u>: introducing the participants and informing the time and the place.</p> <p><u>Complication</u>: describing the rising crises which the participants have to deal with.</p> <p><u>Resolution</u>: showing the way of participant to solve the crises, better or worse.</p> <p><b>3. Language Function</b></p> <p>a. <u>use of nouns</u> to refer or to describe the particular people, animals and things that the story is about;</p> <p>b. <u>use of adjectives</u> to build noun groups to describe the people, animals or things in the story;</p> <p>c. <u>use of time connectives and conjunctions</u> to sequence events through time;</p>	<p>predicting, clarifying, and summarizing, to improve reading comprehension,</p> <p>b. Teacher gives opportunity for students to ask questions.</p> <p>2. Guided Practices</p> <p>a. Students make a group of four and choose a leader for each group,</p> <p>b. Under teacher's guidance, group leaders lead discussions within their own groups using the four key reading strategies as modeled by teacher.</p>	<p>questions about the main idea of narrative texts,</p> <p>2. Answering questions about detail information of narrative texts,</p> <p>3. Making summaries</p>		Perbukuan Departemen Pendidikan Nasional.	
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	<p>d. <u>use of adverbs and adverbial phrases</u> to locate the particular events;</p> <p>e. <u>use of past tense action verbs</u> to indicate the actions;</p> <p>f. <u>use of saying and thinking verbs</u> to indicate what characters are feeling, thinking or saying.</p>	<p>3. Independent Practices</p> <p>a. Students make summaries of the narrative text using their own words.</p> <p>b. Students get feedbacks from the teacher.</p> <p>4. Language Focus</p> <p><u>Simple past tense:</u></p> <p>a. The use of regular and irregular verbs.</p> <p>b. Affirmative, negative, and interrogative sentences.</p>				
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**COURSE GRID OF THE TEACHING AND LEARNING OF NARRATIVE TEXT  
FOR GRADE X STUDENTS OF SMAN 1 KASIHAN**

**Cycle 2**

Basic Competence	Materials	Learning Activities	Indicators	Assessments	Learning Sources	Media
Analyzing social function, text structure, and language features in a narrative text in the form of legends appropriately.	<p><b><u>Texts:</u></b></p> <ol style="list-style-type: none"> <li>Nyi Roro Kidul</li> <li>The legend of Pineapple</li> </ol> <p><b><u>Narrative Text:</u></b></p> <ol style="list-style-type: none"> <li><b>Narrative text:</b> a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.</li> <li><b>Generic Structure</b> <u>Orientation:</u> introducing the participants and informing the</li> </ol>	<p><b><u>Opening Activities</u></b></p> <ol style="list-style-type: none"> <li>Greeting</li> <li>Checking students' attendance list</li> <li>Checking students' readiness</li> <li>Explaining the goal of the teaching and learning process</li> </ol> <p><b><u>Main Activities</u></b></p> <ol style="list-style-type: none"> <li>Explicit Modeling               <ol style="list-style-type: none"> <li>Teacher re-explains and models the use of the four key reading strategies, which are questioning,</li> </ol> </li> </ol>	<p><b><u>Narrative Text:</u></b></p> <ol style="list-style-type: none"> <li>Mentioning the social functions of narrative text,</li> <li>Identifying the generic structure of the text,</li> <li>Identifying language features in the text.</li> </ol> <p><b><u>Reading Comprehension:</u></b></p> <ol style="list-style-type: none"> <li>Answering</li> </ol>	<p><b><u>Technique:</u></b></p> <p>Written test</p> <p><b><u>Forms:</u></b></p> <ol style="list-style-type: none"> <li>Multiple choices</li> <li>Matching paragraphs and pictures</li> <li>Making summaries</li> </ol>	<p>Priyana, Joko. 2008. <i>Interlanguage</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>Doddy, Achmad. 2008. <i>Developing English Competencies</i>. Jakarta: Pusat</p>	<p>Printed out narrative texts titled The Story of Rawa Pening, The Legend of Tangkuban Perahu, and The Legend of Roro Jonggrang,</p>

	<p>time and the place.</p> <p><u>Complication</u>: describing the rising crises which the participants have to deal with.</p> <p><u>Resolution</u>: showing the way of participant to solve the crises, better or worse.</p> <p><b>3. Language Function</b></p> <p>a. <u>use of nouns</u> to refer or to describe the particular people, animals and things that the story is about;</p> <p>b. <u>use of adjectives</u> to build noun groups to describe the people, animals or things in the story;</p> <p>c. <u>use of time connectives and conjunctions</u> to sequence events through time;</p> <p>d. <u>use of adverbs and adverbial phrases</u> to locate the</p>	<p>predicting, clarifying, and summarizing, using the narrative texts used in the previous cycle.</p> <p>b. Teacher gives opportunity for students to ask questions.</p> <p>2. Guided Practices</p> <p>a. Students make a group of four and choose a leader for each group,</p> <p>b. Under teacher's guidance, group leaders lead discussions within their own groups using the four key reading strategies as</p>	<p>questions about the main idea of narrative texts,</p> <p>2. Answering questions about detail information of narrative texts,</p> <p>3. Making summaries</p>		Perbukuan Departemen Pendidikan Nasional.	
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	<p>particular events;</p> <p>e. <u>use of past tense action verbs</u> to indicate the actions;</p> <p>f. <u>use of saying and thinking verbs</u> to indicate what characters are feeling, thinking or saying.</p>	<p>modeled by teacher.</p> <p>3. Independent Practices</p> <p>a. Students apply the four key reading strategies on their own,</p> <p>b. Students make a summary of the text,</p> <p>c. Students get feedbacks from the students.</p> <p>4. Language Focus</p> <p><u>Simple past tense:</u></p> <p>a. The use of regular and irregular verbs.</p> <p>b. Affirmative, negative, and interrogative sentences,</p>				
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# **APPENDIX D**

# **LESSON PLANS**

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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**Satuan Pendidikan** : SMA N 1 Kasihan

**Mata Pelajaran** : Bahasa Inggris

**Kelas/semester** : X/2 (dua)

**Materi Pokok** : Teks Naratif

**Alokasi Waktu** : Cycle 1 ( 3 pertemuan)

## **KompetensiInti:**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

**Kompetensi Dasar :**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat belajar Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menunjukkan rasa syukur atas anugerah Tuhan mendapatkan kesempatan mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional	2.3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman 2.3.2 Menunjukkan perilaku saling menghargai terhadap perbedaan pendapat dengan teman 2.3.3 Menunjukkan perilaku bersungguh-sungguh dalam proses pembelajaran 2.3.4 Aktif dalam mengikuti pembelajaran di kelas 2.3.6 Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya	3.10.1 Menyebutkan fungsi sosial dalam teks naratif 3.10.2 Menunjukkan struktur teks naratif dengan tepat 3.10.3 Mengidentifikasi unsur kebahasaan yang ada dalam teks naratif.
4.	4.15 Menangkap makna teks naratif lisan dan <b>tulis</b> berbentuk cerita pendek sederhana	4.15.1 Memahami strategi-strategi dalam membaca yang diajarkan dalam teknik <i>reciprocal teaching</i> , yakni <i>predicting</i> , <i>clarifying</i> , <i>questioning</i> , dan <i>summarizing</i> . 4.15.2 Mampu mengaplikasikan keempat strategi membaca tersebut sesuai dengan konteks penggunaannya

		4.15.2 Mengidentifikasi tokoh dan kejadian-kejadian yang ada dalam teks naratif 4.15.3 Menuliskan kembali teks naratif dengan menggunakan kata – kata sendiri
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## Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.
2. Menyelesaikan tugas dengan disiplin, bertanggung jawab, dan kooperatif.
3. Memahami, menguasai, dan mampu mengaplikasikan keempat strategi dalam membaca; yakni *predicting, clarifying, questioning, dan summarizing*.
4. Menyebutkan fungsi sosial, struktur teks, serta unsur-unsur kebahasaan dalam teks naratif dengan tepat.
5. Mengidentifikasi tokoh dan kejadian-kejadian yang ada dalam cerita dengan tepat.
6. Mempresentasikan teks naratif secara lisan dengan percaya diri.
7. Menuliskan kembali teks naratif dengan menggunakan kata – kata sendiri.

## Media Pembelajaran

### Fungsi Sosial

1. Menghibur
2. Meneladani nilai-nilai moral.

### Struktur Teks

1. **Orientation** : Pengenalan tokoh, waktu, dan tempat
2. **Complication** : Pengembangan konflik
3. **Resolution** : Penyelesaian konflik

### Materi

#### Teks Naratif 1

#### **The Legend of Mahakiya**

Long time ago, there was a couple in Barangay Masagana who wanted a daughter. Their wish was granted and the wife gave birth to a baby girl. They called her Maria. Maria was very beautiful but very shy that she wouldn't go out from their house.

Weeks later, Spaniards came to their town. The Spaniards were very cruel. They robbed houses and killed everyone who got in their way and who refused to give what they wanted. The couple was very frightened to lose their daughter. So, they hid Maria in the bushes so the Spaniards couldn't find her.

After the Spaniards left their town, the couple tried to look for Maria but they couldn't find her in the bushes where they hid her, instead they found a little plant that was very sensitive. When they touched it, it would immediately close.

So they thought that the plant was their daughter, Maria. They called the plant "Makahiya" that meant "touch me not," like their daughter who was always very shy.

## **Teks Naratif 2**

### **The Legend of Nyi Roro Kidul**

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was still unhappy because he wanted to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. So, she asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter.

Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the order. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of ulcer. It also smelled stinky.

When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he agreed to send his daughter away. The poor princess went alone. She did not have anywhere to go. But she did not have any bad feeling towards her step mother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She decided jump into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

## **Unsur Kebahasaan**

1. Pronoun tertentu sebagai kata ganti orang  
(He, She, I, You, Her son, his daughter, etc)
2. Past tense, menggunakan kata kerja bentuk lampau  
(grew, came, heard, wanted, went, etc)

## Metode Pembelajaran

1. Pendekatan Saintifik
2. Reciprocal Teaching (tahap-tahap: *explicit modeling, guided practices, independent practices*)

## Media, Alat, dan Sumber Pembelajaran

1. Media : Teks Naratif
2. Alat/Bahan : -
3. Sumber Belajar : -

## Langkah-langkah Kegiatan Pembelajaran

### Pertemuan pertama

1. Kegiatan pembuka
  - a. Guru memberi salam
  - b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
  - c. Guru memeriksa kehadiran siswa.
  - d. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
2. Kegiatan Inti
  - a. Mengamati
    - 1) Guru membimbing siswa untuk melakukan kegiatan *pre-reading*: guru mengklarifikasi pengetahuan siswa tentang teks naratif, menanyakan pengalaman siswa membaca teks naratif, serta bagaimana cara siswa memahami teks-teks tersebut,
    - 2) Guru mengenalkan dan menjelaskan empat strategi dalam membaca (*questioning, predicting, clarifying, & summarizing*),
    - 3) Dengan *handout* (terlampir) yang telah disiapkan, guru mendemonstrasikan penggunaan strategi-strategi tersebut,
    - 4) Guru membantu siswa memahami kosakata baru yang ditemukan dalam *handout* dengan metode *guessing meaning from context*,
    - 5) Guru memastikan pemahaman siswa dengan menanyakan pertanyaan-pertanyaan mengenai materi tersebut serta tentang strategi-strategi yang diberikan.
3. Kegiatan Penutup
  - a. Guru dan siswa secara bersama-sama melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
  - b. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- c. Guru mengajak peserta didik mengakhiri pelajaran dengan berdoa.

### **Pertemuan kedua**

1. Kegiatan pembuka
  - a. Guru memberi salam,
  - b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa,
  - c. Guru memeriksa kehadiran siswa,
  - d. Guru mereview hal-hal yang telah dipelajari pada pertemuan sebelumnya.
2. Kegiatan Inti
  - a. Menanya
    - 1) Dengan bimbingan guru, siswa mulai mengaplikasikan strategi-strategi dalam reading yang telah mereka pelajari di pertemuan sebelumnya,
    - 2) Diberikan teks naratif berjudul *The Legend Mahakiya*, siswa merumuskan pertanyaan tentang teks tersebut, meliputi fungsi sosial, unsur kebahasaan, serta informasi umum mengenai tokoh dan kejadian-kejadian dalam teks tersebut,
  - b. Siswa menanyakan hal-hal yang belum dimengerti mengenai strategi – strategi tersebut, Mengumpulkan informasi
    - 1) Siswa membagi diri menjadi kelompok – kelompok yang terdiri dari 4 orang. Kemudian menetapkan tugas setiap anggota menjadi *predictor*, *clarifier*, *questioner*, dan *summarizer*.
    - 2) Dengan bimbingan guru, siswa mengaplikasikan strategi – strategi dalam reading dan menuliskan hasil diskusi mereka dalam *worksheet* (terlampir) yang diberikan oleh guru.
3. Kegiatan Penutup
  - a. Guru memberikan *feedback* terhadap hasil pekerjaan siswa.
  - b. Guru dan siswa secara bersama-sama melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
  - c. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
  - d. Guru mengajak peserta didik mengakhiri pelajaran dengan berdoa.

### **Pertemuan ketiga**

1. Kegiatan pembuka
  - a. Guru memberi salam,
  - b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa,
  - c. Guru memeriksa kehadiran siswa,
  - d. Guru mereview hal-hal yang telah dipelajari pada pertemuan sebelumnya.

## 2. Kegiatan Inti

### a. Mengasosiasi

- 1) Siswa duduk berkelompok dengan kelompok – kelompok yang sama pada pertemuan sebelumnya.
- 2) Diberikan teks naratif berjudul *The Legend of Nyi Roro Kidul*, siswa mengaplikasikan strategi – strategi dalam reading secara individu mengisi *worksheet* yang diberikan oleh guru.
- 3) Siswa saling mendiskusikan hasil kerja individu mereka dan serta menjawab pertanyaan – pertanyaan yang diberikan.

### b. Mengkomunikasi

- 1) Setiap kelompok mempresentasikan jawaban pertanyaan serta hasil diskusi peristiwa, tokoh dan kejadian-kejadian dalam teks naratif

### c. Mencipta

- 1) Secara individu, siswa diminta melanjutkan cerita *The Legend of Nyi Roro Kidul*

## 3. Kegiatan Penutup

- a. Guru memberikan *feedback* terhadap hasil pekerjaan siswa.
- b. Guru dan siswa secara bersama-sama melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- c. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
- d. Guru mengajak peserta didik mengakhiri pelajaran dengan berdoa.



## Penilaian

Aspek : Pengetahuan

Instrumen : *Worksheet reciprocal teaching* & soal essay (*terlampir*)

Kisi – kisi :

No.	Indikator	Butir Soal
1.	Kemampuan mengenali struktur teks naratif	
2.	Kemampuan mengidentifikasi tokoh dalam teks naratif	
3.	Kemampuan menentukan informasi umum dalam teks naratif	
4.	Kemampuan mengidentifikasi kejadian-kejadian dalam teks naratif	
5.	Kemampuan memahami nilai – nilai moral yang terkandung dalam teks naratif	

Pedoman penskoran :

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

Yogyakarta, 25 April 2015

Mengetahui

Guru Mata Pelajaran

Peneliti

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# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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**Satuan Pendidikan** : SMA N 1 Kasihan

**Mata Pelajaran** : Bahasa Inggris

**Kelas/semester** : X/2 (dua)

**Materi Pokok** : Teks Naratif

**Alokasi Waktu** : Cycle 2 (2 pertemuan)

## **KompetensiInti:**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

**Kompetensi Dasar :**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat belajar Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.2 Menunjukkan rasa syukur atas anugerah Tuhan mendapatkan kesempatan mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional	2.3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman 2.3.2 Menunjukkan perilaku saling menghargai terhadap perbedaan pendapat dengan teman 2.3.3 Menunjukkan perilaku bersungguh-sungguh dalam proses pembelajaran 2.3.4 Aktif dalam mengikuti pembelajaran di kelas 2.3.6 Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya	3.10.1 Menyebutkan fungsi sosial dalam teks naratif 3.10.2 Menunjukkan struktur teks naratif dengan tepat 3.10.3 Mengidentifikasi unsur kebahasaan yang ada dalam teks naratif.
4.	4.15 Menangkap makna teks naratif lisan dan <b>tulis</b> berbentuk cerita pendek sederhana	4.15.1 Memahami strategi-strategi dalam membaca yang diajarkan dalam teknik <i>reciprocal teaching</i> , yakni <i>predicting</i> , <i>clarifying</i> , <i>questioning</i> , dan <i>summarizing</i> . 4.15.2 Mampu mengaplikasikan keempat strategi membaca tersebut sesuai dengan konteks penggunaannya

		4.15.2 Mengidentifikasi tokoh dan kejadian-kejadian yang ada dalam teks naratif 4.15.3 Menuliskan kembali teks naratif dengan menggunakan kata – kata sendiri
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## Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

8. Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.
9. Menyelesaikan tugas dengan disiplin, bertanggung jawab, dan kooperatif.
10. Memahami, menguasai, dan mampu mengaplikasikan keempat strategi dalam membaca; yakni *predicting, clarifying, questioning, dan summarizing*.
11. Menyebutkan fungsi sosial, struktur teks, serta unsur-unsur kebahasaan dalam teks naratif dengan tepat.
12. Mengidentifikasi tokoh dan kejadian-kejadian yang ada dalam cerita dengan tepat.
13. Mempresentasikan teks naratif secara lisan dengan percaya diri.
14. Menuliskan kembali teks naratif dengan menggunakan kata – kata sendiri.

## Media Pembelajaran

### Fungsi Sosial

3. Menghibur
4. Meneladani nilai-nilai moral.

### Struktur Teks

4. **Orientation** : Pengenalan tokoh, waktu, dan tempat
5. **Complication** : Pengembangan konflik
6. **Resolution** : Penyelesaian konflik

## Materi

### Teks Naratif 1

#### **The Legend of a Crying Stone**

Once upon a time, there was an old poor woman who lived with her only daughter in a very old hut near a forest in Kalimantan. The daughter's name is Misna. She was beautiful but she was very spoiled.

One day she saw girl wearing a beautiful dress. She was very jealous and wanted to have clothes as beautiful as that. She wanted her mother to buy the most beautiful gown in the markets for her. Her mother

decided to sell a piece of land, the only valuable thing that she had, only to buy her beloved daughter a very beautiful dress.

While walking around another village, people in the village thought that she was a princess. Misna enjoyed this and told everybody that she was princess and mother was her maid. Her mother was very sad but she kept her feeling deep in the heart. When asked about her parents, she told that her mother had died and father married another woman. Listening to this, her mother was very sad. She cried loudly. Misna was very angry to her and told her to go away from her.

Losing her patience, her mother cursed Misna. Suddenly there was a heavy rain accompanied with big thunders. Everyone ran away to save themselves. Misna was very scared. Her body started to freeze and became a stone. She could not move. She cried and wanted to apologize to her mother but it was too late. And now people call it “*batu menangis*” or crying stone because until now, tears keep falling from the stone.

## **Teks Naratif 2**

### **The Legend of Pineapple**

Once upon a time, there was a woman who lived with her only daughter, Pina. They were poor, and the mother worked day and night to gain money. However, she never got any help from her daughter. Pina was a lazy, spoiled kid who liked to play in the backyard all day. Whenever her mother asked for help around the house, she would always find an excuse by saying she couldn't find the object that was needed to complete that task. For example, if her mother asked her to sweep the house, she would say she could not find the broom, even if it was right there in front of her. Her mother always ended up doing the work herself.

One day, her mother became very ill. She called Pina, who was playing in the backyard as always. She asked Pina to make porridge for her. And, as usual, Pina ignored her mother and continued to play. But her mother was very sick and couldn't cook for herself. So, she called Pina again and again, until Pina finally came to her and agreed to help her.

Moments later, while waiting for the porridge in her room, the mother saw Pina playing in the backyard again. She got really angry. With all the strength that she had left, she got up and walked to the backyard. She asked Pina why she had not started to cook yet. Pina answered that it was because she couldn't find the ladle. This had made her mother very angry. In her anger, she shouted, “I wish you would grow a thousand eyes all over your head! So then you can find whatever you're looking for.” Then, she went to make the porridge herself and never called Pina for help again.

When she finally recovered from her illness, the mother looked for Pina. But no one had seen or heard from her. She disappeared. Until one day, when she was sweeping the backyard where Pina used to play, she found a strange plant growing on the spot where she last saw Pina. Inside the plant, she saw a

strange yellow fruit that looked like a child's head with a thousand eyes. She suddenly remembered the words that she said to Pina. She realized that, somehow, her daughter had been turned into this plant.

She took care of the plant and it grew a lot of fruits. Then, the plant became famous among the country. And people called it Pineapple, which originally came from the word Pina, a spoiled child who was cursed with a thousand eyes.

### **Unsur Kebahasaan**

3. Pronoun tertentu sebagai kata ganti orang  
(He, She, I, You, Her son, his daughter, etc)
4. Past tense, menggunakan kata kerja bentuk lampau  
(grew, came, heard, wanted, went, etc)

### **Metode Pembelajaran**

3. Pendekatan Saintifik
4. Reciprocal Teaching (tahap-tahap: *explicit modeling, guided practices, independent practices*)

### **Media, Alat, dan Sumber Pembelajaran**

1. Media : Teks Naratif
2. Alat/Bahan : -
3. Sumber Belajar : -

### **Langkah-langkah Kegiatan Pembelajaran**

#### **Pertemuan pertama**

4. Kegiatan pembuka
  - e. Guru memberi salam
  - f. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
  - g. Guru memeriksa kehadiran siswa.
5. Kegiatan Inti
  - a. Mengamati
    - 6) Guru mengulas kembali strategi-strategi, teks-teks, dan kosakata-kosakata baru yang telah dipelajari dalam cycle pertama,
    - 7) Guru mengulang kembali *modeling* keempat strategi dalam membaca (*questioning, predicting, clarifying, summarizing*)
  - b. Menanya

- 1) Guru memberi kesempatan bagi siswa untuk menanyakan hal-hal yang belum dipahami baik mengenai strategi – strategi yang diberikan, maupun mengenai struktur setra unsur kebahasaan dalam teks naratif
- c. Mengumpulkan informasi
  - 1) Siswa membagi diri menjadi kelompok – kelompok yang terdiri dari 4 orang, dan menetapkan tugas bagi setiap anggotanya, yakni: *predictor*, *clarifier*, *questioner*, dan *summarizer*.
  - 2) Diberi teks berjudul *The Legend of a Crying Stone*, siswa mengaplikasikan keempat strategi dan mengisi *worksheet reciprocal teaching* (terlampir) yang diberikan guru.
  - 3) Secara berkelompok, siswa menjawab soal – soal yang diberikan.
6. Kegiatan Penutup
  - d. Guru memberikan *feedback* terhadap hasil pekerjaan siswa
  - e. Guru dan siswa secara bersama-sama melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
  - f. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
  - g. Guru mengajak peserta didik mengakhiri pelajaran dengan berdoa.

## **Pertemuan kedua**

4. Kegiatan pembuka
  - e. Guru memberi salam,
  - f. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa,
  - g. Guru memeriksa kehadiran siswa,
  - h. Guru mereview hal-hal yang telah dipelajari pada pertemuan sebelumnya.
5. Kegiatan Inti
  - a. Mengasosiasi
    - 1) Diberikan teks berjudul *The Legend of Pineapple*, siswa mengisi mengaplikasikan keempat strategi membaca secara individu.
    - 2) Siswa mengisi *worksheet reciprocal teaching* dan menjawab soal – soal yang diberikan secara individu.
  - b. Mengkomunikasi
    - 1) Siswa mengkomunikasikan jawaban dari butir-butir pertanyaan tentang teks dan membandingkan jawabannya dengan siswa lain,
    - 2) Siswa menerima umpan balik dan/atau penguatan dari guru meliputi isi, cerita, fungsi sosial, struktur, dan unsur kebahasaan dalam teks).
  - c. Mencipta

1) Secara individu, siswa menulis ringkasan dari teks naratif yang telah dibacanya.

6. Kegiatan Penutup

- e. Guru memberikan *feedback* terhadap hasil pekerjaan siswa.
- f. Guru dan siswa secara bersama-sama melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- g. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.
- h. Guru mengajak peserta didik mengakhiri pelajaran dengan berdoa.



## Penilaian

Aspek : Pengetahuan

Instrumen : *Worksheet reciprocal teaching* & soal essay (*terlampir*)

Kisi – kisi :

No.	Indikator	Butir Soal
6.	Kemampuan mengenali struktur teks naratif	
7.	Kemampuan mengidentifikasi tokoh dalam teks naratif	
8.	Kemampuan menentukan informasi umum dalam teks naratif	
9.	Kemampuan mengidentifikasi kejadian-kejadian dalam teks naratif	
10.	Kemampuan memahami nilai – nilai moral yang terkandung dalam teks naratif	

Pedoman penskoran :

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

Yogyakarta, 25 April 2015

Mengetahui

Guru Mata Pelajaran

Peneliti

Parmilah, S.Pd

NIP.19790414 2005012011

Retno Palupi Dyah Ambarsiwi

NIM. 11202244008

# **APPENDIX E**

# **PRETEST AND**

# **POSTTEST**

**PRETEST & PROTEST (PROTOTYPE) GUIDELINE**  
**(Table of Specification)**  
**Adapted from the Revision of Bloom's Taxonomy**

No.	Indicators	Item Numbers	Total
1.	Finding the main idea/topic	1, 17, 22, 31, 39	5
2.	Identifying important information	2, 8, 9, 12, 13, 14, 18, 19, 23, 24, 27, 32, 33, 34, 40, 41, 43	18
3.	Vocabulary	4, 11, 15, 21, 25, 35, 36	7
4.	Understanding references	5, 20, 28, 37, 44, 45	6
5.	Making inferences	3, 6, 10, 26, 30, 42	6
6.	Finding the message	7, 16, 29, 38	3
			<b>45</b>

## PRETEST & POSTTEST (PROTOTYPE)

Subject : English

Class : X IIS 1

Date and Time:

Time : 60 minutes

**Read the following passages and choose the best alternative to answer each question.**

**Passage 1: questions 1 to 7.**

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it, asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you had as much sense in your head as you have hair in your beard you wouldn't have jumped into the well without making sure that you could get out again."

1. What is the text about?
  - a. A story of a fox and a goat
  - b. The crisis of water
  - c. A tale of a thirsty goat
  - d. The legend of a well
2. The goat jumped into the well because ....
  - a. It was hungry
  - b. It was sad
  - c. It was lazy
  - d. It was thirsty
3. The fox get the goat into the wall because ....
  - a. The fox was very hungry and thirsty
  - b. The goat had long hair and beard
  - c. The goat and the fox were good friends
  - d. The fox needed the goat to get out of the well
4. The word "*loudly*" in line 11 has the **opposite** meaning to ....

- a. Quietly
  - b. Noisily
  - c. Easily
  - d. Slowly
5. “The goat did as he was asked and the fox got on his back and so out of the well.”  
The word *he* refers to ....
- a. The fox
  - b. The goat
  - c. The back
  - d. The well
6. From the story, we know that ....
- a. The fox was smarter than the goat
  - b. The goat wanted to help the fox
  - c. The fox would come back to help the goat
  - d. The goat wanted to stay in the well
7. What can we learn from the story?
- a. Do not drink water from a well
  - b. Do not make promises we cannot keep
  - c. Just do whatever you want to do
  - d. Do not trust others too easily

### Passage 2: questions 8 to 11

Two men were arrested by the police after they had sold a stolen painting to an artgallery in Guildford. The owner of the gallery told the police that he had bought the painting without knowing that it had been stolen. The painting, a portrait of a young woman sitting under a tree, was owned by Marie Gilles, aged 84. She claimed that the painting had been given to one of her relatives by the artist. She had owned it since 1950 when it was given to her by an aunt as a wedding present. The painting had been stolen from her house two weeks previous to the arrest of the two men.

8. Based on the text, we know that Marrie Gilles ....
- a. Was the owner of the art gallery
  - b. Bought the painting in 1950
  - c. Had been married
  - d. Did not want the painting back

9. The owner of the art gallery said that he bought the painting ....
- a. Because he knew the woman in the painting
  - b. Without knowing that it was a stolen painting
  - c. Because he knew the artist
  - d. Without knowing its value
10. The young woman in the painting was ....
- a. Marrie Gilles as a young woman
  - b. Marrie Gilles' aunt
  - c. An unknown person
  - d. A married woman
11. The word "*present*" in line 6 means ....
- a. Celebration
  - b. Ceremony
  - c. Donation
  - d. Gift

**Passage 3: questions 12 to 16**

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there. Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

12. Who was the naughtiest rabbit?
- a. Flopsy
  - b. Peter
  - c. Mopsy
  - d. Cotton-tail
13. Flopsy, Mopsy and Cotton-tail ate ....
- a. Lettuces
  - b. Blackberries

- c. French beans
  - d. Radishes
14. Peter got sick....
- a. Because Mr. McGregor ran after him and caught him
  - b. Because he ate too much lettuces, French beans, and radishes
  - c. Because he got too tired after running away from Mr. McGregor
  - d. Because he lost his shoes when running away from Mr. McGregor
15. The word “*frightened*” in line 7 means ....
- a. Scared
  - b. Pleased
  - c. Embarrassed
  - d. Bored
16. What can we learn from the story?
- a. Do not eat too much blackberries
  - b. Do not run away from your responsibilities
  - c. Do not disobey your mother
  - d. Just do whatever you want to do

#### Passage 4: questions 17 to 21

Do you love to sleep late on the weekends? Don’t touch that snooze button.”Sleeping late on weekends and during vacations is one of the most common causes of headaches.” says Jams Dexter. M.D., professor at the University of Missouri-Columbia School of Medicine. “The body gets used to a certain rhythm, and just a little change can throw things off and cause a headache.” You better go to bed and awake at the same time every day.”

Just try to get up at the same time as on a weekday morning. You might feel sleepy throughout the day, but at least you’ll stay pain free. If you go to bed at your usual time that night and wake up at the usual time, you should feel like your old self again.

“At least fifty percent of people with sleep-associated headaches can find relief without using medication,” says Dr. Dexter. “In addition to managing your sleep schedule and avoiding alcohol and caffeine, make sure you do these good sleep habits: Don’t eat or exercise less than two hours before bedtime; remove anything noisy, such as TV or radio, from the bedroom and sleep in a dark, cool room.”

17. What is discussed in the text?
- a. Working on weekdays and sleeping on weekends

- b. Sleeping and waking up late causes headaches
  - c. How to stay pain-free everyday
  - d. Using medication to cure headaches
18. The best advice for avoiding a headache on weekends is ....
- a. working and staying up late on the weekdays
  - b. staying up late drinking coffee
  - c. getting up and going to bed at the same time as weekdays
  - d. enjoying yourself at night after working hard all day
19. Based on the text, before we go to bed, we should ....
- a. eat and do sports
  - b. turn off the lamp
  - c. turn on the TV and radio
  - d. drink coffee
20. “You better go to bed and awake at the same time every day.”  
The underlined refers to ....
- a. The doctor
  - b. The writer
  - c. The readers
  - d. Sick people
21. The word “noisy” in the last paragraph has the **opposite** meaning to ....
- a. quiet
  - b. loud
  - c. expensive
  - d. small

**Passage 5: questions 22 to 30.**

**Blue-tongued Lizard**

Blue-tongued Lizard and his wife camped near a swamp long ago. One day Blue-tongued Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-tongued Lizard’s camp. Taipan saw Blue-tongued Lizard’s wife sitting under the tree, and he decided he would steal her away from Blue-tongued Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-tongued Lizard’s wife, Black Bird began singing out to Blue-tongued Lizard. ‘Your wife is gone, Taipan



has taken her away'. Blue-tongued Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the tree where he had left his wife and saw she was gone. Then he found the tracks of his wife and Taipan, and he followed them. Blue-tongued Lizard followed their tracks until he came to a tree with a lot of dead birds under it. Blue-tongued Lizard knew that Taipan and his wife must be nearby and he soon found them near a river.

'We can fight with our teeth', said Blue-tongued Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-tongued Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-tongued took back his wife and together they returned to the swamp.

22. What is the text about?
  - a. Why lizards have blue tongue
  - b. The life of blue-tongued lizards
  - c. A tale of a blue-tongued lizard and Taipan snake
  - d. The habitats of a blue-tongued lizard and a snake
23. Who was watching when the snake took Blue-Tongued lizard's wife?
  - a. Blue Bird
  - b. Black Bird
  - c. The swamp
  - d. Taipan
24. What was Blue-Tongue Lizard doing when Taipan took his wife?
  - a. He was going to get some money
  - b. He was sleeping
  - c. He was going to get some food
  - d. He was swimming in the swamp
25. The word "*nearby*" in paragraph 2 means ....
  - a. far away
  - b. close by
  - c. next to
  - d. almost
26. Which of the following adjectives best describes Taipan the snake?
  - a. Gentle
  - b. Generous
  - c. Sneaky

- d. Loving
27. Who are the supporting characters in the tale?
- Black Bird and Blue-tongued Lizard
  - Black Bird and the lizard's wife
  - Blue-tongued lizard and Taipan snake
  - Taipan snake and the lizard's wife
28. "Then he found the tracks of his wife and Taipan, and he followed them."
- The underlined word refers to ....
- Taipan and lizard's wife
  - The tracks
  - Taipan and the lizard
  - The swamp
29. What can you learn from the story?
- Do not take what is not yours
  - Do not believe a snake
  - Do not play near a swamp
  - Do not fight with your friends
30. Why do you think Blue-Tongue Lizard ate a meal before going to look for his wife?
- So nobody would steal his food
  - So he would be strong enough to walk
  - So he would be strong enough to fight
  - Because he was very hungry

**Passage 6: questions 31 to 38.**

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one. There were lots of princess, but he could never quite make sure whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents. It was awful! Suddenly there was a knock at the city gate, and the old king went out to answer it. There was a princess standing outside, but the rain and the bad weather had made her look horrible! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty

mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses. The princess had to spend the night there.

In the morning they asked her how she had slept. “Dreadfully!” said the princess. “I hardly slept a wink all night. What did you put under the bed? It was so hard.”

So they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that. So the prince took her for his wife, and they lived happily ever after.

31. What is the text about?
  - a. The prince and the princess
  - b. The king and the queen
  - c. The princess and the pea
  - d. The queen and the pea
32. What is the purpose of the text?
  - a. To give information that the prince looked for a princess
  - b. To inform about princess and the pea
  - c. To describe how the princess could feel the pea on the bottom boards of the bed
  - d. To amuse the reader with the story of the princess and the pea
33. The prince came home feeling unhappy because ....
  - a. he couldn't find a real princess
  - b. it was raining
  - c. the princess didn't want to marry her
  - d. the princess ate the pea
34. The queen was sure that she was a real princess because ....
  - a. she found a pea under the twenty mattresses and twenty pillows
  - b. she could feel the pea under the twenty mattresses and twenty pillows
  - c. she looked horrible in the rain
  - d. she said that she was a real princess
35. The word “*horrible*” in the second paragraph means ....
  - a. Beautiful
  - b. Awful
  - c. Charming
  - d. Attractive
36. The word “*tender*” in the last paragraph means ....

- a. Soft
  - b. Hard
  - c. Rough
  - d. Bright
37. “Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.”
- The underlined word refers to ....
- a. Twenty mattresses
  - b. Twenty feather-pillows
  - c. The princess
  - d. The pea
38. What can you learn from the story?
- a. Do not trust anyone
  - b. Do not judge a person by his/her appearance
  - c. Believe what you want to believe
  - d. Do not let anyone come into your house

**Passage 7: questions 39 to 45.**

Thousands of tourists go to Bali each year. To make it easy for the tourists to visit all the parts of Bali, the government and the people there have built some new roads and have repaired some of the old ones. They have also made Ngurah Rai Airport larger so that big planes can land there. Roads airports are like the door of a house, and Bali has opened in doors to its visitors.

There are many hotels where visitors can stay. The three hundred-room Bali Beach Hotel is one of them. There are just enough hotels now, and there should be more if visitors come. These hotels offer tourists guides who can speak English and other foreign languages. The government has given guides training because tourists often ask them many kinds of question.

“Island of thousand temples” is another name of Bali. It shows visitors that religion is an important part of life in Bali, most of the Balinese people are members of the Hindu belief. They have religious ceremonies everyday.

When a person dies, his family burns him in a cremation ceremony so that his soul may enter a better place. However the ceremony is not a sad one. Their temples are beautifully built and visitors always want to see them. The Besakih temple is the most wonderful of all.

Guides always show tourist Bali’s famous dances. Mass villages have “gamelan” and the dance teams for their religions and other ceremonies.

39. What is the text about?
- New buildings in Bali
  - Types of ceremonies in Bali
  - Religions in Bali
  - Tourism in Bali
40. What have the government and the government and the Balinese people done to attract more tourists to Bali?
- They have built more temples
  - They have extended Ngurah Rai airport
  - They have operated more planes
  - They have held more cremation ceremony
41. Information about hotels can be found in paragraph ....
- 1
  - 3
  - 4
  - 2
42. Which of the following is the reason for giving guides training?
- Trainers can get more money
  - Tourists will like them
  - Guides can give more information to the tourists
  - Guides will get more friends
43. What does the other name of Bali indicate?
- Dead people will go to heaven
  - Religion is important in Bali
  - Cremation is important for Balinese
  - Bali is the most wonderful island in the world
44. "There are many hotels where visitors can stay. The three-hundred-room Bali Beach Hotel is one of them"  
The underlined word refers to ....
- the hotels
  - the visitors
  - the rooms
  - the tourists
45. The word "*offer*" in paragraph 2 means ....
- help
  - give

- c. support
- d. provide



### ANSWER KEY

1 A	11 D	21 A	31 C	41 D
2 D	12 B	22 C	32 D	42 B
3 D	13 B	23 B	33 A	43 B
4 A	14 C	24 C	34 B	44 A
5 B	15 A	25 B	35 B	45 D
6 A	16 C	26 C	36 A	
7 D	17 B	27 B	37 A	
8 C	18 C	28 B	38 B	
9 B	19 B	29 A	39 D	
10 C	20 C	30 C	40 B	

Item analysis for data from file DATA.TXT

Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.914	0.295	0.165	A	0.914	0.295	0.165	*
					B	0.029	0.194	0.076	
					C	0.029	0.018	0.007	
					D	0.029	-0.919	-0.360	
					other	0.000	-9.000	-9.000	
2	0-2	0.914	0.246	0.137	A	0.029	0.663	0.260	?
					B	0.029	-0.919	-0.360	
					C	0.029	-0.333	-0.131	
					D	0.914	0.246	0.137	
					other	0.000	-9.000	-9.000	
CHECK THE KEY D was specified, A works better									
3	0-3	0.571	0.110	0.087	A	0.171	0.043	0.029	*
					B	0.114	-0.114	-0.069	
					C	0.143	-0.143	-0.092	
					D	0.571	0.110	0.087	
					other	0.000	-9.000	-9.000	
4	0-4	0.514	0.304	0.242	A	0.514	0.304	0.242	*
					B	0.171	-0.423	-0.285	
					C	0.200	-0.038	-0.027	
					D	0.114	-0.015	-0.009	
					other	0.000	-9.000	-9.000	
5	0-5	0.486	0.704	0.561	A	0.257	-0.749	-0.553	*
					B	0.486	0.704	0.561	
					C	0.114	-0.213	-0.129	
					D	0.143	0.010	0.006	
					other	0.000	-9.000	-9.000	
6	0-6	0.543	0.714	0.568	A	0.543	0.714	0.568	*
					B	0.171	-0.363	-0.245	
					C	0.114	-0.490	-0.298	
					D	0.171	-0.378	-0.255	
					other	0.000	-9.000	-9.000	
7	0-7	0.514	0.361	0.288	A	0.114	0.262	0.159	*
					B	0.171	-0.287	-0.194	
					C	0.200	-0.435	-0.304	
					D	0.514	0.361	0.288	
					other	0.000	-9.000	-9.000	

Item analysis for data from file DATA.TXT

Page 2

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.429	0.260	0.207	A	0.229	-0.196	-0.141	*
					B	0.200	0.085	0.059	
					C	0.429	0.260	0.207	
					D	0.143	-0.296	-0.191	
					other	0.000	9.000	9.000	
9	0-9	0.514	0.582	0.464	A	0.086	-0.246	-0.137	*
					B	0.514	0.582	0.464	
					C	0.286	-0.606	-0.456	
					D	0.114	0.064	0.039	
					other	0.000	-9.000	-9.000	
10	0-10	0.800	0.558	0.390	A	0.057	-0.046	-0.023	*
					B	0.057	-0.213	-0.105	
					C	0.800	0.558	0.390	
					D	0.086	-0.808	-0.452	
					other	0.000	-9.000	-9.000	
11	0-11	0.514	0.544	0.434	A	0.200	-0.202	-0.142	*
					B	0.143	-0.414	-0.267	
					C	0.143	-0.296	-0.191	
					D	0.514	0.544	0.434	
					other	0.000	-9.000	-9.000	
12	0-12	0.486	0.205	0.163	A	0.371	-0.029	-0.023	*
					B	0.486	0.205	0.163	
					C	0.086	-0.216	-0.137	
					D	0.057	-0.279	-0.138	
					other	0.000	-9.000	-9.000	
13	0-13	0.686	0.728	0.557	A	0.114	-0.490	-0.298	*
					B	0.686	0.728	0.557	
					C	0.114	-0.530	-0.322	
					D	0.086	-0.392	-0.219	
					other	0.000	-9.000	-9.000	
14	0-14	0.486	0.368	0.294	A	0.229	-0.714	-0.515	*
					B	0.143	0.027	0.017	
					C	0.486	0.368	0.294	
					D	0.143	0.281	0.181	
					other	0.000	-9.000	-9.000	



Item analysis for data from file DATA.TXT

Page 3

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.486	0.349	0.278	A	0.486	0.349	0.278	*
					B	0.286	-0.291	-0.219	
					C	0.143	-0.143	-0.092	
					D	0.086	-0.050	-0.028	
					other	0.000	-9.000	-9.000	
16	0-16	0.514	0.429	0.342	A	0.229	-0.310	-0.223	*
					B	0.086	-0.050	-0.028	
					C	0.514	0.429	0.342	
					D	0.171	-0.272	-0.184	
					other	0.000	-9.000	-9.000	
17	0-17	0.514	0.496	0.395	A	0.171	-0.363	-0.245	*
					B	0.514	0.496	0.395	
					C	0.229	-0.310	-0.223	
					D	0.086	-0.075	-0.042	
					other	0.000	-9.000	-9.000	
18	0-18	0.514	0.227	0.181	A	0.200	0.003	0.002	*
					B	0.114	-0.252	-0.153	
					C	0.514	0.227	0.181	
					D	0.171	-0.167	-0.113	
					other	0.000	-9.000	-9.000	
19	0-19	0.486	0.426	0.339	A	0.171	-0.528	-0.356	*
					B	0.486	0.426	0.339	
					C	0.171	0.179	0.121	
					D	0.171	-0.318	-0.214	
					other	0.000	-9.000	-9.000	
20	0-20	0.343	0.372	0.288	A	0.314	-0.221	-0.169	*
					B	0.143	-0.160	-0.103	
					C	0.343	0.372	0.288	
					D	0.200	-0.079	-0.055	
					other	0.000	-9.000	-9.000	
21	0-21	0.514	0.563	0.449	A	0.514	0.563	0.449	*
					B	0.171	-0.588	-0.397	
					C	0.143	-0.397	-0.256	
					D	0.171	0.058	0.039	
					other	0.000	-9.000	-9.000	

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
22	0-22	0.657	0.460	0.357	A	0.057	-0.179	-0.089	*				
					B	0.200	-0.599	-0.419					
					C	0.657	0.460	0.357					
					D	0.086	0.121	0.068					
					other	0.000	-9.000	-9.000					
23	0-23	0.857	0.550	0.355	A	0.086	-0.172	-0.096	*				
					B	0.857	0.550	0.355					
					C	0.057	-0.847	-0.418					
					D	0.000	-9.000	-9.000					
					other	0.000	-9.000	-9.000					
24	0-24	0.486	0.330	0.263	A	0.257	0.105	0.077	*				
					B	0.143	-0.618	-0.398					
					C	0.486	0.330	0.263					
					D	0.114	-0.134	-0.081					
					other	0.000	-9.000	-9.000					
25	0-25	0.486	0.627	0.500	A	0.229	-0.246	-0.178	*				
					B	0.486	0.627	0.500					
					C	0.171	-0.348	-0.235					
					D	0.114	-0.450	-0.274					
					other	0.000	-9.000	-9.000					
26	0-26	0.514	0.505	0.403	A	0.171	-0.348	-0.235	*				
					B	0.200	-0.558	-0.390					
					C	0.514	0.505	0.403					
					D	0.114	0.223	0.135					
					other	0.000	-9.000	-9.000					
27	0-27	0.400	0.390	0.308	A	0.429	-0.003	-0.002	*				
					B	0.400	0.390	0.308					
					C	0.143	-0.719	-0.464					
					D	0.029	0.194	0.076					
					other	0.000	-9.000	-9.000					
28	0-28	0.114	-0.153	-0.093	A	0.229	-0.575	-0.414	?				
					B	0.114	-0.153	-0.093					
					C	0.486	0.522	0.416					
					D	0.171	-0.017	-0.011					
					other	0.000	-9.000	-9.000					
					CHECK THE KEY								
					B was specified, C works better								

Item analysis for data from file DATA.TXT

Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.429	0.641	0.508	A	0.429	0.641	0.508	*
					B	0.200	-0.640	-0.448	
					C	0.143	-0.177	-0.114	
					D	0.229	-0.107	-0.077	
					other	0.000	-9.000	-9.000	
30	0-30	0.514	0.237	0.189	A	0.171	-0.167	-0.113	*
					B	0.229	-0.259	-0.187	
					C	0.514	0.237	0.189	
					D	0.086	0.170	0.095	
					other	0.000	-9.000	-9.000	
31	0-31	0.457	0.357	0.284	A	0.143	-0.177	-0.114	*
					B	0.143	0.179	0.116	
					C	0.457	0.357	0.284	
					D	0.257	-0.441	-0.325	
					other	0.000	-9.000	-9.000	
32	0-32	0.400	0.351	0.276	A	0.314	-0.221	-0.169	*
					B	0.143	-0.194	-0.125	
					C	0.143	-0.058	-0.037	
					D	0.400	0.351	0.276	
					other	0.000	-9.000	-9.000	
33	0-33	0.486	0.406	0.324	A	0.486	0.406	0.324	*
					B	0.229	-0.436	-0.314	
					C	0.143	0.128	0.083	
					D	0.143	-0.262	-0.169	
					other	0.000	-9.000	-9.000	
34	0-34	0.457	0.502	0.400	A	0.229	-0.449	-0.323	*
					B	0.457	0.502	0.400	
					C	0.200	-0.025	-0.017	
					D	0.114	-0.292	-0.177	
					other	0.000	-9.000	-9.000	
35	0-35	0.371	0.659	0.515	A	0.314	-0.362	-0.276	*
					B	0.371	0.659	0.515	
					C	0.200	-0.339	-0.237	
					D	0.114	-0.134	-0.081	
					other	0.000	-9.000	-9.000	

Item analysis for data from file DATA.TXT

Page 6

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
36	0-36	0.514	0.275	0.219	A	0.514	0.275	0.219	*
					B	0.171	-0.453	-0.306	
					C	0.200	0.126	0.088	
					D	0.114	-0.153	-0.093	
					other	0.000	-9.000	-9.000	
37	0-37	0.486	0.474	0.378	A	0.486	0.474	0.378	*
					B	0.171	-0.513	-0.346	
					C	0.229	-0.246	-0.178	
					D	0.114	0.084	0.051	
					other	0.000	-9.000	-9.000	
38	0-38	0.457	0.743	0.592	A	0.257	-0.655	-0.483	*
					B	0.457	0.743	0.592	
					C	0.143	-0.312	-0.202	
					D	0.143	-0.058	-0.037	
					other	0.000	-9.000	-9.000	
39	0-39	0.514	0.112	0.089	A	0.114	-0.094	-0.057	?
					B	0.171	0.272	0.184	
					C	0.200	0.153	0.107	
					D	0.514	0.112	0.089	
					other	0.000	-9.000	-9.000	
					CHECK THE KEY D was specified, C works better				
40	0-40	0.400	0.717	0.565	A	0.200	-0.230	-0.161	*
					B	0.400	0.717	0.565	
					C	0.786	-0.476	-0.371	
					D	0.114	-0.351	-0.213	
					other	0.000	-9.000	-9.000	
41	0-41	0.257	0.069	0.051	A	0.229	0.095	0.068	?
					B	0.200	-0.284	-0.199	
					C	0.314	0.080	0.061	
					D	0.257	0.069	0.051	
					other	0.000	-9.000	-9.000	
					CHECK THE KEY D was specified, A works better				
42	0-42	0.457	0.685	0.546	A	0.171	-0.453	-0.306	*
					B	0.457	0.685	0.546	
					C	0.257	-0.370	-0.273	
					D	0.114	-0.193	-0.117	
					other	0.000	-9.000	-9.000	

Item analysis for data from file DATA.TXT

Page 7

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
43	0-43	0.457	0.888	0.707	A	0.200	-0.694	-0.486	*
					B	0.457	0.888	0.707	
					C	0.171	-0.152	-0.103	
					D	0.171	-0.468	-0.316	
					other	0.000	-9.000	-9.000	
44	0-44	0.343	0.435	0.337	A	0.343	0.435	0.337	*
					B	0.314	-0.103	-0.079	
					C	0.143	-0.007	-0.005	
					D	0.200	-0.435	-0.304	
					other	0.000	-9.000	-9.000	
45	0-45	0.429	0.602	0.477	A	0.143	0.094	0.061	*
					B	0.229	-0.537	-0.387	
					C	0.200	-0.339	-0.237	
					D	0.429	0.602	0.477	
					other	0.000	-9.000	-9.000	

Item analysis for data from file DATA.TXT

Page 8

There were 35 examinees in the data file.

## Scale statistics

scale:	0
N of Items	45
N of Examinees	35
Mean	22.686
Variance	55.758
Std. Dev.	7.467
Skew	0.343
Kurtosis	-0.067
Minimum	7.000
Maximum	42.000
Median	23.000
Alpha	0.834
SEM	3.043
Mean P	0.504
Mean Item-Tot.	0.342
Mean Biserial	0.438



**PRETEST & PROTEST GUIDELINE**  
**(Table of Specification)**  
**Adapted from the Revision of Bloom's Taxonomy**

No.	Indicators	Item Numbers	Total
1.	Finding the main idea/topic	12, 22, 30	3
2.	Identifying important information	6, 7, 9, 13, 14, 16, 23, 24, 25, 31, 33	11
3.	Vocabulary	2, 8, 10, 15, 17, 26, 27	7
4.	Understanding references	3, 19, 28, 35	4
5.	Making inferences	1, 4, 18, 20, 32, 34	6
6.	Finding the message	5, 11, 21, 29	4
			<b>35</b>

## PRETEST & POSTTEST

Subject : English

Class : X IIS 1

Date and Time:

Time : 60 minutes

**Read the following passages and choose the best alternative to answer each question.**

**Passage 1: questions 1 to 7.**

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it, asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself. "The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you had as much sense in your head as you have hair in your beard you wouldn't have jumped into the well without making sure that you could get out again."

46. The fox get the goat into the wall because ....
  - a. The fox was very hungry and thirsty
  - b. The goat had long hair and beard
  - c. The goat and the fox were good friends
  - d. The fox needed the goat to get out of the well
47. The word "*loudly*" in line 11 has the **opposite** meaning to ....
  - a. Quietly
  - b. Noisily
  - c. Easily
  - d. Slowly
48. "The goat did as he was asked and the fox got on his back and so out of the well."
 

The word *he* refers to ....

  - e. The fox
  - f. The goat
  - g. The back
  - h. The well

49. From the story, we know that ....
- e. The fox was smarter than the goat
  - f. The goat wanted to help the fox
  - g. The fox would come back to help the goat
  - h. The goat wanted to stay in the well
50. What can we learn from the story?
- a. Do not drink water from a well
  - b. Do not make promises we cannot keep
  - c. Just do whatever you want to do
  - d. Do not trust others too easily

**Passage 2: questions 8 to 11**

Two men were arrested by the police after they had sold a stolen painting to an artgallery in Guildford. The owner of the gallery told the police that he had bought the painting without knowing that it had been stolen. The painting, a portrait of a young woman sitting under a tree, was owned by Marie Gilles, aged 84. Sheclaimed that the painting had been givento one of her relatives by the artist. She hadowned it since 1950 when it was given to her by an aunt as a wedding present. Thepainting had been stolen from her house two weeks previous to the arrest of the two men.

51. Based on the text, we know that Marrie Gilles ....
- a. Was the owner of the art gallery
  - b. Bought the painting in 1950
  - c. Had been married
  - d. Did not want the painting back
52. The owner of the art gallery said that he bought the painting ....
- a. Because he knew the woman in the painting
  - b. Without knowing that it was a stolen painting
  - c. Because he knew the artist
  - d. Without knowing its value
53. The word “*present*” in line 6 means ....
- a. Celebration
  - b. Ceremony
  - c. Donation
  - d. Gift



**Passage 3: questions 12 to 16**

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there. Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

54. Peter got sick....

- a. Because Mr. McGregor ran after him and caught him
- b. Because he ate too much lettuces, French beans, and radishes
- c. Because he got too tired after running away from Mr. McGregor
- d. Because he lost his shoes when running away from Mr. McGregor

55. The word "*frightened*" in line 7 means ....

- a. Scared
- b. Pleased
- c. Embarrassed
- d. Bored

56. What can we learn from the story?

- a. Do not eat too much blackberries
- b. Do not run away from your responsibilities
- c. Do not disobey your mother
- d. Just do whatever you want to do

**Passage 4: questions 17 to 21**

Do you love to sleep late on the weekends? Don't touch that snooze button."Sleeping late on weekends and during vacations is one of the most common causes of headaches." says Jams Dexter. M.D., professor at the University of Missouri-Columbia School of Medicine. "The body gets used to a certain rhythm, and just a little change can throw things off and cause a headache." You better go to bed and awake at the same time every day."

Just try to get up at the same time as on a weekday morning. You might feel sleepy throughout the day, but at least you'll stay pain free. If you go to bed at your usual time that night and wake up at the usual time, you should feel like your old self again.

"At least fifty percent of people with sleep-associated headaches can find relief without using medication," says Dr. Dexter. "In addition to managing your sleep schedule and avoiding alcohol and caffeine, make sure you do these good sleep habits: Don't eat or exercise less than two hours before bedtime; remove anything noisy, such as TV or radio, from the bedroom and sleep in a dark, cool room."

57. What is discussed in the text?

- a. Working on weekdays and sleeping on weekends
- b. Sleeping and waking up late causes headaches
- c. How to stay pain-free everyday
- d. Using medication to cure headaches

58. The best advice for avoiding a headache on weekends is ....

- a. working and staying up late on the weekdays
- b. staying up late drinking coffee
- c. getting up and going to bed at the same time as weekdays
- d. enjoying yourself at night after working hard all day

59. Based on the text, before we go to bed, we should ....

- a. eat and do sports
- b. turn off the lamp
- c. turn on the TV and radio
- d. drink coffee

60. The word "noisy" in the last paragraph has the **opposite** meaning to ....

- a. quiet
- b. loud
- c. expensive
- d. small

**Passage 5: questions 22 to 30.**

### **Blue-tongued Lizard**

Blue-tongued Lizard and his wife camped near a swamp long ago. One day Blue-tongued Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-tongued Lizard's camp. Taipan saw Blue-

tongued Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-tongued Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-tongued Lizard's wife, Black Bird began singing out to Blue-tongued Lizard. 'Your wife is gone, Taipan has taken her away'. Blue-tongued Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the tree where he had left his wife and saw she was gone. Then he found the tracks of his wife and Taipan, and he followed them. Blue-tongued Lizard followed their tracks until he came to a tree with a lot of dead birds under it. Blue-tongued Lizard knew that Taipan and his wife must be nearby and he soon found them near a river.

'We can fight with our teeth', said Blue-tongued Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-tongued Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-tongued took back his wife and together they returned to the swamp.

61. What was Blue-Tongue Lizard doing when Taipan took his wife?
  - a. He was going to get some money
  - b. He was sleeping
  - c. He was going to get some food
  - d. He was swimming in the swamp
62. The word "*nearby*" in paragraph 2 means ....
  - a. far away
  - b. close by
  - c. next to
  - d. almost
63. Which of the following adjectives best describes Taipan the snake?
  - a. Gentle
  - b. Generous
  - c. Sneaky
  - d. Loving
64. "Then he found the tracks of his wife and Taipan, and he followed them."
 

The underlined word refers to ....

  - e. Taipan and lizard's wife
  - f. The tracks
  - g. Taipan and the lizard

- h. The swamp
65. What can you learn from the story?
- e. Do not take what is not yours
  - f. Do not believe a snake
  - g. Do not play near a swamp
  - h. Do not fight with your friends
66. Why do you think Blue-Tongue Lizard ate a meal before going to look for his wife?
- a. So nobody would steal his food
  - b. So he would be strong enough to walk
  - c. So he would be strong enough to fight
  - d. Because he was very hungry

**Passage 6: questions 31 to 38.**

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one. There were lots of princess, but he could never quite make sure whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents. It was awful! Suddenly there was a knock at the city gate, and the old king went out to answer it. There was a princess standing outside, but the rain and the bad weather had made her look horrible! The water streamed down her hair and her clothes, and yet she said she was a real princess.

“It won’t take long to find that out,” thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses. The princess had to spend the night there.

In the morning they asked her how she had slept. “Dreadfully!” said the princess. “I hardly slept a wink all night. What did you put under the bed? It was so hard.”

So they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that. So the prince took her for his wife, and they lived happily ever after.

67. What is the text about?
- e. The prince and the princess
  - f. The king and the queen

- g. The princess and the pea
  - h. The queen and the pea
68. What is the purpose of the text?
- a. To give information that the prince looked for a princess
  - b. To inform about princess and the pea
  - c. To describe how the princess could feel the pea on the bottom boards of the bed
  - d. To amuse the reader with the story of the princess and the pea
69. The prince came home feeling unhappy because ....
- a. he couldn't find a real princess
  - b. it was raining
  - c. the princess didn't want to marry her
  - d. the princess ate the pea
70. The queen was sure that she was a real princess because ....
- a. she found a pea under the twenty mattresses and twenty pillows
  - b. she could feel the pea under the twenty mattresses and twenty pillows
  - c. she looked horrible in the rain
  - d. she said that she was a real princess
71. The word "*horrible*" in the second paragraph means ....
- a. Beautiful
  - b. Awful
  - c. Charming
  - d. Attractive
72. The word "*tender*" in the last paragraph means ....
- a. Soft
  - b. Hard
  - c. Rough
  - d. Bright
73. "Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses."
- The underlined word refers to ....
- a. Twenty mattresses
  - b. Twenty feather-pillows
  - c. The princess
  - d. The pea

74. What can you learn from the story?
- a. Do not trust anyone
  - b. Do not judge a person by his/her appearance
  - c. Believe what you want to believe
  - d. Do not let anyone come into your house

**Passage 7: questions 39 to 45.**

Thousands of tourists go to Bali each year. To make it easy for the tourists to visit all the parts of Bali, the government and the people there have built some new roads and have repaired some of the old ones. They have also made Ngurah Rai Airport larger so that big planes can land there. Roads airports are like the door of a house, and Bali has opened in doors to its visitors.

There are many hotels where visitors can stay. The three hundred-room Bali Beach Hotel is one of them. There are just enough hotels now, and there should be more if visitors come. These hotels offer tourists guides who can speak English and other foreign languages. The government has given guides training because tourists often ask them many kinds of question.

“Island of thousand temples” is another name of Bali. It shows visitors that religion is an important part of life in Bali, most of the Balinese people are members of the Hindu belief. They have religious ceremonies everyday.

When a person dies, his family burns him in a cremation ceremony so that his soul may enter a better place. However the ceremony is not a sad one. Their temples are beautifully built and visitors always want to see them. The Besakih temple is the most wonderful of all.

Guides always show tourist Bali’s famous dances. Mass villages have “gamelan” and the dance teams for their religions and other ceremonies.

75. What is the text about?
- e. New buildings in Bali
  - f. Types of ceremonies in Bali
  - g. Religions in Bali
  - h. Tourism in Bali
76. What have the goverment and the goverment and the Balinese people done to attract more tourists to Bali?
- a. They have built more temples
  - b. They have extended Ngurah Rai airport
  - c. They have operated more planes
  - d. They have held more cremation ceremony

77. Which of the following is the reason for giving guides training?
- a. Trainers can get more money
  - b. Tourists will like them
  - c. Guides can give more information to the tourists
  - d. Guides will get more friends
78. What does the other name of Bali indicate?
- a. Dead people will go to heaven
  - b. Religion is important in Bali
  - c. Cremation is important for Balinese
  - d. Bali is the most wonderful island in the world
79. “There are many hotels where visitors can stay. The three-hundred-room Bali Beach Hotel is one of them”  
The underlined word refers to ....
- e. the hotels
  - f. the visitors
  - g. the rooms
  - h. the tourists
80. The word “*offer*” in paragraph 2 means ....
- a. help
  - b. give
  - c. support
  - d. provide



*GOOD LUCK*

# **APPENDIX F**

# **STUDENTS' SCORES**

## **and t-Test**



## NILAI X IIS 1

No	Nama Siswa	Nilai	
		Pretest	Posttest
1	Ade Kartika Maharani	71	89
2	Agnisia Suci Prawesti	77	91
3	Aisah Diana Putri	63	86
4	Amanda Putri Ekawati	86	74
5	Aprelia Kurniawati	66	86
6	Arthagina Muktifada Matilda	80	77
7	Clara Visia Padmasari	80	83
8	Danyakti Haramburu	60	69
9	Dhio Dhafin Hannandra	83	94
10	Evania Putri Febiana	71	71
11	Fitri Nurul Khasanah	54	74
12	Frumensia Alexandra Sekar Arum	63	83
13	Handika Kurniawan	63	69
14	Hieronimus Galih Laksa Krisna Bayu Aji	74	66
15	Iffa Fauziah	66	83
16	Iin Nur Rahmawati	66	77
17	Kiky Pradita Dewandaru	60	80
18	Latieffa Rachmayanti Widodo	57	77
19	Lila Nisita	60	66
20	M. Rafli Alfiansyah	51	74
21	Muhammad Zakiy Elyas	69	71
22	Munisa Amelia	51	63
23	Noviani Widyalisti	71	80
24	Nabila Nur Dwiyanti	57	66

25	Nur Fitrianti	74	83
26	Ramadhani Wuning Sari	86	94
27	Richa Karienina	54	77
28	Rosa Mutiara Dewi	51	77
29	Ryan Octaviandi	57	69
30	Sani Charonni	60	83
31	Septa Fira Nuraisya	63	86
32	Wahyu Surya Trisetya Pratiwi	69	74
<b>MEAN</b>		<b>66</b>	<b>78</b>

## T-Test

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	66.03	32	10.174	1.799
Posttest	77.88	32	8.412	1.487

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	32	.474	.006

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-11.844	9.649	1.706	-15.323	-8.365	-6.944	31	.000

# **APPENDIX G OBSERVATION SHEETS**

### BLUE PRINT OF OBSERVATION SHEET

No	Aspects	Indicators
1	Students' behavior	Engaged in the teaching and learning process
		Applying reading strategies taught by the teacher
		Involved in group discussions
		Answering oral questions correctly
		Completing tasks properly
2	Teacher's technique	Activating students' background knowledge
		Explaining the use of four key reading strategies
		Modeling the use of four key reading strategies
		Guiding students in applying the four key reading strategies
		Checking students' understanding
		Giving students an adequate amount of time to complete tasks
		Giving clear instructions
		Giving corrections to students' mistakes
3	Learning materials	Using appropriate materials
		Scaffolding the activities and tasks

## OBSERVATION SHEET

Observer :  
 Time : 07.15 – 08.45 WIB  
 Length of Observation : 2 x 45 minutes

No	Aspects	Indicators	Yes	No
1	Students' behavior	Engaged in the teaching and learning process		
		Applying reading strategies taught by the teacher		
		Involved in group discussions		
		Answering oral questions correctly		
		Completing tasks properly		
2	Teacher's technique	Recalling students' relevant background knowledge before reading		
		Explaining the use of four key reading strategies		
		Modeling the use of four key reading strategies		
		Guiding students in applying the four key reading strategies		
		Checking students' understanding		
		Giving students an adequate amount of time to complete tasks		
		Giving clear instructions		
		Giving corrections to students' mistakes		
3	Learning materials	The texts contain vocabularies which are appropriate to the students' language proficiency level		
		The activities contain scaffolding, from guided practices to independent practices.		

Observer

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## OBSERVATION SHEET

Observer : Dhanir Setiana  
 Time : 07.15 – 08.45 WIB  
 Length of Observation : 2 x 45 minutes

No	Aspects	Indicators	Yes	No
1	Students' behavior	Engaged in the teaching and learning process	✓	
		Applying reading strategies taught by the teacher	✓	
		Involved in group discussions	✓	
		Answering oral questions correctly		✓
		Completing tasks properly	✓	
2	Teacher's technique	Recalling students' relevant background knowledge before reading	✓	
		Explaining the use of four key reading strategies	✓	
		Modeling the use of four key reading strategies	✓	
		Guiding students in applying the four key reading strategies	✓	
		Checking students' understanding	✓	
		Giving students an adequate amount of time to complete tasks		✓
		Giving clear instructions	✓	
		Giving corrections to students' mistakes	✓	
3	Learning materials	The texts contain vocabularies which are appropriate to the students' language proficiency level	✓	
		The activities contain scaffolding, from guided practices to independent practices.	✓	

Observer


 Dhanir Setiana

## OBSERVATION SHEET

Observer : *Parmilah*  
 Time : 07.15 – 08.45 WIB  
 Length of Observation : 2 x 45 minutes

No	Aspects	Indicators	Yes	No
1	Students' behavior	Engaged in the teaching and learning process	✓	
		Applying reading strategies taught by the teacher	✓	
		Involved in group discussions	✓	
		Answering oral questions correctly		✓
		Completing tasks properly	✓	
2	Teacher's technique	Recalling students' relevant background knowledge before reading	✓	
		Explaining the use of four key reading strategies	✓	
		Modeling the use of four key reading strategies	✓	
		Guiding students in applying the four key reading strategies	✓	
		Checking students' understanding	✓	
		Giving students an adequate amount of time to complete tasks	✓	
		Giving clear instructions	✓	
		Giving corrections to students' mistakes	✓	
3	Learning materials	The texts contain vocabularies which are appropriate to the students' language proficiency level	✓	
		The activities contain scaffolding, from guided practices to independent practices.	✓	

Observer

*Parmilah*

# **APPENDIX H**

# **INTERVIEW**

# **GUIDELINES**



## BLUE PRINT OF THE INTERVIEW GUIDELINES

### A. Before the Implementation

#### 1. For the Teacher

No	Topic Area	Item Number	Total
1	Current teaching reading technique	1, 2 ,3 , 4	4
2	Students' current reading ability	7, 8	2
3	Students' participation	5, 6	2
4	Problems in reading comprehension	9, 10	2
5	Assessment of reading comprehension	11, 12, 13	3

#### 2. For the Students

No	Topic Area	Item Number	Total
1	Current teaching reading technique	1, 2, 3, 4	4
2	Students' current reading ability	7, 8	2
3	Students' participation	5, 6	2
4	Problems in reading comprehension	9, 10, 11	3
5	Assessment of reading comprehension	12, 13	2

## B. After the Implementation

### 1. For the Teacher

No	Topic Area	Item Number	Total
1	Comments on teaching	1, 2, 6	3
2	Effects of reciprocal teaching technique	3, 4, 5	3

### 2. For the Students

No	Topic Area	Item Number	Total
1	Comments on teaching	1, 2, 6	3
2	Effects of reciprocal teaching technique	3, 4, 5	3

## INTERVIEW GUIDELINES

### 1. Before the Implementation

#### a. For the English Teachers

- 1) Bagaimana cara Anda mengajar reading kepada siswa?
- 2) Apakah Anda pernah mengajarkan strategi – strategi membaca pada siswa? Jika ya, strategi apa saja dan bagaimana cara mengajarnya?
- 3) Media apa saja yang biasa Anda gunakan ketika mengajar reading?
- 4) Dari manakah Anda mengambil bacaan – bacaan yang digunakan dalam pembelajaran?
- 5) Apakah siswa antusias mengikuti pembelajaran reading di kelas? Jika tidak, menurut Anda, factor penyebabnya apa saja?
- 6) Apakah siswa aktif bertanya dan berpendapat dalam pembelajaran reading di kelas?
- 7) Menurut Anda, apakah mereka dapat memahami isi bacaan – bacaan yang Anda berikan dengan baik?
- 8) Menurut Anda, bagaimanakah pencapaian siswa – siswi kelas X IIS 1 dalam reading?
- 9) Kesulitan apa sajakah yang sering mereka hadapi dalam memahami bacaan?
- 10) Bagaimana cara Anda membantu mereka mengatasi kesulitan – kesulitan tersebut?
- 11) Apakah Anda sering memberikan tugas reading? Dalam bentuk apa saja?
- 12) Bagaimana cara Anda mengecek pemahaman siswa?
- 13) Bagaimana cara Anda mengambil nilai reading siswa?

#### b. For the Students

- 1) Bagaimana cara guru Anda mengajar reading di kelas Anda?
- 2) Apakah guru Anda pernah mengajarkan strategi – strategi membaca pada Anda? Jika ya, strategi apa saja dan bagaimana cara mengajarnya?
- 3) Media apa saja yang biasa guru gunakan ketika mengajar reading?
- 4) Dari mana biasanya guru mengambil bacaan – bacaan yang digunakan dalam pembelajaran?
- 5) Apakah Anda biasanya antusias dan aktif dalam mengikuti pembelajaran reading?
- 6) Kegiatan seperti apa yang Anda sukai untuk pembelajaran reading di kelas?
- 7) Apakah Anda dapat memahami isi bacaan – bacaan yang diberikan guru dengan baik? Jika tidak, mengapa?
- 8) Menurut Anda, bagaimana pencapaian Anda dalam reading?
- 9) Kesulitan apa saja yang sering Anda hadapi dalam memahami bacaan?
- 10) Bagaimana cara guru membantu mengatasi kesulitan – kesulitan tersebut?
- 11) Bagaimana cara Anda mengatasi kesulitan – kesulitan tersebut?

12) Apakah guru sering memberikan tugas reading? Dalam bentuk apa saja?

13) Soal seperti apa yang guru berikan untuk mengambil nilai reading Anda?

## **2. After the Implementation**

### **a. For the English Teachers**

- 1) Bagaimana pendapat Anda mengenai proses belajar mengajar dengan teknik Reciprocal Teaching tadi? Apakah ada perbedaan dengan proses belajar mengajar yang biasanya?
- 2) Menurut Anda, apa pengaruh dari teknik yang baru saja diterapkan terhadap kemampuan membaca siswa?
- 3) Menurut Anda, apa pengaruh dari teknik yang baru saja diterapkan terhadap sikap dan partisipasi siswa?
- 4) Menurut Anda, apa saja kelebihan dari teknik yang baru saja diterapkan dalam pembelajaran reading ini?
- 5) Menurut Anda, apa saja kekurangan dari teknik yang baru saja diterapkan dalam pembelajaran reading ini?
- 6) Apa saran Anda untuk pertemuan – pertemuan berikutnya?

### **b. For the Students**

- 1) Bagaimana pendapat Anda mengenai proses belajar mengajar dengan teknik Reciprocal Teaching tadi? Apakah ada perbedaan dengan proses belajar mengajar yang biasanya?
- 2) Menurut Anda, apakah pembelajaran tadi memudahkan Anda dalam memahami bacaan? Jika ya, mengapa?
- 3) Menurut Anda, apakah pembelajaran tadi menambah motivasi Anda dalam membaca?
- 4) Menurut Anda, apa saja kelebihan dari teknik yang baru saja diterapkan dalam pembelajaran reading ini?
- 5) Menurut Anda, apa saja kekurangan dari teknik yang baru saja diterapkan dalam pembelajaran reading ini?
- 6) Apa saran Anda untuk pertemuan – pertemuan berikutnya?

# **APPENDIX I**

# **WORKSHEETS**

**WORKSHEET MEETING 1****READING COMPREHENSION****FOUR KEY STRATEGIES**

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Before you read, learn the four key reading strategies:

**I. Predicting**

Before you read a text, predict what you think the text is about. Think of the ideas that might be discussed in the text. You can predict from the picture (if any), from the title, and from the main points.

**a. Predicting from the picture**

Look at the picture and answer some questions to help you predict what the text is about.

- 1) How does the fruit taste?
- 2) What does its seed look like?
- 3) What is the story behind the fruit?

Can you add more questions?

**b. Predicting from the title**

Look at the title of the text. Which of the following ideas will you find in the text? Put a check (v) in front of the right idea.

<b>The Legend of Mango Fruit</b>
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- \_\_\_\_\_ The reasons why people like mango fruit.
- \_\_\_\_\_ There are various kinds of mango fruit.
- \_\_\_\_\_ Children like to climb a mango tree.
- \_\_\_\_\_ A tale of how mango fruit was discovered.
- \_\_\_\_\_ A story of a child who liked mango fruit.

Can you suggest more ideas?

### c. Predicting from the main points

Read the following paragraph by skimming (picking out what you think are important). Don't pay your attention on every word. Finally, you can predict what the next paragraph will probably be about.

#### The Legend of Mango Fruit

A long time ago in a far away town, lived a very rich, happy couple with three boys. But the wife died too early, leaving the three boys and their father alone. The father was so sad and heart broken when his beautiful wife died. He just couldn't accept the fact that she was already gone. He didn't want to do anything and never went to work anymore. (Paragraph 1)

1) What is the paragraph about?

\_\_\_\_\_

2) What is your prediction for the next paragraph?

\_\_\_\_\_

The family had less and less money than before. They had to sell their properties to earn money. Worried that they would become poor, the oldest son decided that they should share all the properties before all was gone. (Paragraph 2)

1) What is the paragraph about?

\_\_\_\_\_

2) What is your prediction for the next paragraph?

\_\_\_\_\_

## 2. Questioning

After you read a paragraph, make sure you understand the important information by writing down the main idea of the paragraph and making question(s) about it. Some useful question words are who, what, when, where, why, and how. Look at the following example.

The oldest son got all the land. The second son got the big house and everything in it. And the youngest son had to take care of their father on a small hut on the end of his brother's land. Although the sharing of the properties was not fair, the youngest son never complained. He took care of his father lovingly and patiently. (Paragraph 3)

Main idea : The first and second sons got the father's properties, but the youngest son only got a small hut and had to take care of the father.

Question(s): What did each son get from the sharing of the properties?

**Read these paragraphs. Write down the main ideas and ask questions.**

One day the father was very sick. He knew that soon he would pass away. He called his youngest son and thanked him for always loving him and taking care of him in such a hard situation. Right before he took his last breath, he gave the son a big seed with a shape of a heart. He said that it was his and his wife's most valuable property, even more valuable than the land and the house. (Paragraph 4)

Main idea :

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Question(s):

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The youngest son planted the heart-shaped seed. He watered it daily and took care of it sincerely. Soon, it grew to be a strong, big tree. Then, it bore green fruits that shaped like hearts. And when the fruits ripe, they turned to be yellow in color and sweet in taste. (Paragraph 5)

Main idea :

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Question(s):

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The son planted more seeds from the fruits so he had even more and more fruits. The youngest son sold the fruits and he got a lot of money. And what happened to his two brothers? They never worked and they had sold their properties to get money. With all of his hard work, the youngest son had collected enough money and he bought his father's land and house back. (Paragraph 6)

Main idea :

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Question(s):

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### 3. Clarifying

When you read, you might find unclear references and difficult or unfamiliar vocabularies. You need to clarify what they mean by reading the previous or the next sentences.

#### a. References

- The father was so sad and heart broken when his beautiful wife died. He just couldn't accept the fact that she was already gone.

*He* refers to the father.

*She* refers to the wife.

- The second son got the big house and everything in it.

*It* refers to \_\_\_\_\_.

- He called his youngest son and thanked him for always loving him and taking care of him in such a hard situation.

*Him* refers to \_\_\_\_\_.

*Him* refers to \_\_\_\_\_.

*Him* refers to \_\_\_\_\_.

#### b. Vocabularies

You may write the meanings in either English or in Bahasa Indonesia.

- One day the father was very sick. He knew that soon he would pass away.

*Pass away* means \_\_\_\_\_.

- They never worked and they had sold their properties to get money.

*Properties* mean \_\_\_\_\_.

- He said that it was his and his wife's most valuable property, even more valuable than the land and the house.

*Valuable* means \_\_\_\_\_.

#### 4. **Summarizing**

After you read a text, write a summary to help you understand the important points of the text. Find the main ideas of each paragraph in a text, and link them all to make a new paragraph, which is called summary.

**Write the main ideas of the six paragraphs from the text titled *The Legend of Mango Fruit*.**

Paragraph 1

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Paragraph 2

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Paragraph 3

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Paragraph 4

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Paragraph 5

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Paragraph 6

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**List the main ideas above and make a summary of the whole text.**

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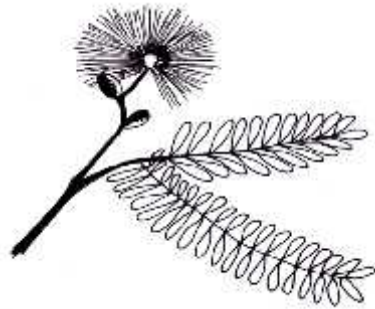
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.....  
Follow up discussions:

- a. What is predicting? When do you use prediction? How do you use it?And how can it help you improve your reading?
- b. What is questioning? When do you use questioning? How do you use it?And how can it help you improve your reading?
- c. What is clarification? When do you use clarification? How do you use it?And how can it help you improve your reading?
- d. What is summarizing? When do you use summarizing? How do you use it?And how can it help you improve your reading?

## WORKSHEET MEETING 2

### Activity 1: Predicting

#### The Legend of Mahakiya



According to the title and the picture above, the story will probably be about \_\_\_\_\_

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### Activity 2: Questioning

Long time ago, there was a couple in Barangay Masagana who wanted a daughter. Their wish was granted and the wife gave birth to a baby girl. They called her Maria. Maria was very beautiful but very shy that she wouldn't go out from their house.

Main Idea : \_\_\_\_\_

Question : \_\_\_\_\_

Weeks later, Spaniards came to their town. The Spaniards were very cruel. They robbed houses and killed everyone who refused to give what they wanted. The couple was very frightened to lose their daughter. They hid Maria in the bushes so that the Spaniards couldn't find her.

Main Idea : \_\_\_\_\_

Question : \_\_\_\_\_

After the Spaniards left their town, the couple tried to look for Maria but they couldn't find her in the bushes where they hid her, instead they found a little plant that was very sensitive. When they touched it, it would immediately close.

Main Idea : \_\_\_\_\_

Question : \_\_\_\_\_

So they thought that the plant was their daughter, Maria. They called the plant "Makahiya" that meant "touch me not," like their daughter who was always very shy.

Main Idea : \_\_\_\_\_

Question : \_\_\_\_\_

### **Activity 3: Clarifying**

They called her Maria.

*They* refers to \_\_\_\_\_. How do you know?

*Her* refer to \_\_\_\_\_. How do you know?

The Spaniards were very cruel.

*Cruel* means \_\_\_\_\_. How do you know?

The couple was very frightened to lose their daughter.

*Lose* means \_\_\_\_\_. How do you know?

When they touched it, it would immediately close.

*Immediately* means \_\_\_\_\_. How do you know?

### **Activity 4: Summarizing**

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### **Activity 5: Comprehension check**

To recheck your comprehension, answer the following questions:

1. What is the story about?
2. Why did the couple hide their daughter?
3. Why did the couple name the plant “Mahakiya”?

Name: \_\_\_\_\_

Student number: \_\_\_\_\_



## Reciprocal Teaching Worksheet


<http://www.education.com/worksheets/>

**Prediction:** Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).

Prediction: _____ _____ _____	Support: _____ _____ _____
-------------------------------------	----------------------------------

**Main Ideas:** As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.

**Questions:** For each main idea listed, write down at least one question.

Main Idea 1: _____ _____ _____	Question 1: _____ _____ _____
Main Idea 2: _____ _____ _____	Question 2: _____ _____ _____
Main Idea 3: _____ _____ _____	Question 3: _____ _____ _____
Main Idea 4: _____ _____ _____	Question 4: _____ _____ _____
Main Idea 5: _____ _____ _____	Question 5: _____ _____ _____

**Summarize:** Write a brief summary of what you have read.

**Clarify:** Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.

Word or Phrase: _____ _____ _____	Clarify: _____ _____ _____
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### WORKSHEET MEETING 3

**Activity 1: Read the following passage and complete the reciprocal teaching worksheet.**

#### The Legend of a Crying Stone

Once upon a time, there was an old poor woman who lived with her only daughter in a very old hut near a forest in Kalimantan. The daughter's name is Misna. She was beautiful but she was very spoiled.

One day she saw girl wearing a beautiful dress. She was very jealous and wanted to have clothes as beautiful as that. She wanted her mother to buy the most beautiful gown in the markets for her. Her mother decided to sell a piece of land, the only valuable thing that she had, only to buy her beloved daughter a very beautiful dress.

While walking around another village, people in the village thought that she was a princess. Misna enjoyed this and told everybody that she was princess and mother was her maid. Her mother was very sad but she kept her feeling deep in the heart. When asked about her parents, she told that her mother had died and father married another woman. Listening to this, her mother was very sad. She cried loudly. Misna was very angry to her and told her to go away from her.

Losing her patience, her mother cursed Misna. Suddenly there was a heavy rain accompanied with big thunders. Everyone ran away to save themselves. Misna was very scared. Her body started to freeze and became a stone. She could not move. She cried and wanted to apologize to her mother but it was too late. And now people call it "*batu menangis*" or crying stone because until now, tears keep falling from the stone.

**Activity 2: Based on the text, circle T if the statement is true and F if the statement is false.**

- |   |     |
|---|-----|
| 1. Misna was a beautiful and helpful daughter.                          | T/F |
| 2. Misna's mother did not have money to buy her a beautiful dress.      | T/F |
| 3. Misna's mother did not buy her any dress.                            | T/F |
| 4. Misna told the people in the village that she had a step mother.     | T/F |
| 5. Misna's mother cursed her because she did not give her enough money. | T/F |
| 6. Misna wanted to apologize but she couldn't.                          | T/F |
| 7. Misna's stone has stopped crying.                                    | T/F |



**WORKSHEET MEETING 4****The Legend of Nyi Roro Kidul**

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was still unhappy because he wanted to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. So, she asked the King to send his daughter away. However, the King did not agree.

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When Kadita woke up in the morning, she found her body full of ulcer. It also smelled stinky. The king was very sad to hear the news. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he agreed to send his daughter away. The poor princess went alone. She did not have anywhere to go. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She decided jump into the water and swam.

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**WORKSHEET MEETING 5**

**Activity 1: Read the following passage and complete the reciprocal teaching worksheet.**

### **The Legend of Pineapple**

Once upon a time, there was a woman who lived with her only daughter, Pina. They were poor and the mother worked all day and night to gain money. However, she never got any help from her daughter. Pina was a lazy, spoiled kid who liked to play in the backyard all day. Whenever her mother asked for help around the house, she would always find an excuse by saying she couldn't find the object to complete that task. For example, if her mother asked her to sweep the house, she would say that she could not find the broom, even if it was right in front of her. Her mother always ended up doing the work herself.

One day, her mother became very ill. She called Pina who was playing in the backyard as always. She asked Pina to make porridge for her. And, as usual, Pina ignored her mother and continued to play. But her mother was very sick and couldn't cook for herself. So, she called Pina again and again, until Pina finally came to her and agreed to help her.

Moments later, while waiting for the porridge in her room, the mother saw Pina playing in the backyard again. She got really angry. With all the strength that she had left, she got up and walked to the backyard. She asked Pina why she had not started to cook yet. Pina answered that it was because she couldn't find the ladle. This had made her mother very angry. In her anger, she shouted, "I wish you would grow a thousand eyes all over your head! So then you can find whatever you're looking for." Then, she went to make the porridge herself and never called Pina for help again.

When she finally recovered from her illness, the mother looked for Pina. But no one had seen or heard from her. She disappeared. Until one day, when she was sweeping the backyard where Pina used to play, she found a strange plant growing on the spot where she last saw Pina. Inside the plant, she saw a strange yellow fruit that looked like a child's head with a thousand eyes. She suddenly remembered the words that she said to Pina. She realized that, somehow, her daughter had been turned into this plant.

She took care of the plant sincerely and it bore a lot of fruits. People called the fruit Pineapple, which originally came from the word Pina, a spoiled child who was cursed with a thousand eyes.

**Activity 2: Answer the following questions briefly.**

1. Describe Pina and her mother.
2. What happened to Pina?
3. Do you think Pina deserves what happened to her? Why?
4. In your own opinion, do you think the mother of Pina is a "good mother"?
5. What can you learn from the story?

**Activity 3: Retell the story using your own words.****The Legend of Pineapple**

# **APPENDIX J**

## **THE STUDENTS'**

### **ATTENDANCE LIST**

## STUDENTS' ATTENDANCE LIST

No.	Nama	1	2	3	4	5
		25/4/15	30/4/15	2/5/15	7/5/15	9/5/15
1	Ade Kartika Maharani	v	v	V	v	v
2	Agnisia Suci Prawesti	v	v	v	v	v
3	Aisah Diana Putri	v	-	v	v	v
4	Amanda Putri Ekawati	v	v	v	v	v
5	Aprelia Kurniawati	v	v	v	v	v
6	Arthagina Muktifada Matilda	v	v	v	v	v
7	Clara Visia Padmasari	v	v	v	-	v
8	Danyakti Haramburu	v	v	v	v	v
9	Dhio Dhafin Hannandra	v	v	v	v	v
10	Evania Putri Febiana	v	v	v	v	v
11	Fitri Nurul Khasanah	v	v	v	v	v
12	Frumensia Alexandra Sekar Arum	v	v	v	v	v
13	Handika Kurniawan	v	v	v	v	v
14	Hieronimus Galih Laksa Krisna Bayu Aji	v	v	v	v	v
15	Iffa Fauziah	v	v	v	v	v
16	Iin Nur Rahmawati	v	v	v	v	v
17	Kiky Pradita Dewandaru	v	v	v	v	v
18	Latieffa Rachmayanti Widodo	v	v	v	v	v
19	Lila Nisita	v	v	v	v	v
20	M. Rafli Alfiansyah	v	v	v	v	v
21	Muhammad Zakiy Elyas	v	v	v	v	v
22	Munisa Amelia	v	v	v	v	v
23	Noviani Widyalisti	v	v	v	v	v
24	Nabila Nur Dwiyantri	v	v	v	v	v
25	Nur Fitrianti	v	v	v	v	v
26	Ramadhani Wuning Sari	v	v	v	v	v
27	Richa Karienina	v	v	v	v	v
28	Rosa Mutiara Dewi	v	v	v	v	v
29	Ryan Octaviandi	v	v	v	-	v
30	Sani Charonni	v	v	v	v	v
31	Septa Fira Nuraisya	v	v	v	v	v
32	Wahyu Surya Trisetya Pratiwi	v	v	v	v	v

# **APPENDIX K**

# **STUDENTS' WORKS**

frumensiarthagina

**READING COMPREHENSION**  
**FOUR KEY STRATEGIES**

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**PREDICTING****The Legend of Mahakiya**

According to the title above, the story will probably be about a tale how  
Mahakiya was discovered

---

**QUESTIONING**

Long time ago, there was a couple in Barangay Masagana who wanted a daughter. Their wish was granted and the wife gave birth to a baby girl. They called her Maria. Maria was very beautiful but very shy that she wouldn't go out from their house.

Main Idea : The couple <sup>have</sup> a daughter her name Maria

Question : What the couple ~~name~~ what the name of her baby couple?

Weeks later, Spaniards came to their town. The Spaniards were very cruel. They robbed houses and killed everyone who refused to give what they wanted. The couple was very frightened to lose their daughter. They hid Maria in the bushes so that the Spaniards couldn't find her.

Main Idea : The couple frightened to lose Maria because Spaniards came

Question : Why the couple frightened?

After the Spaniards left their town, the couple tried to look for Maria but they couldn't find her in the bushes where they hid her, instead they found a little plant that was very sensitive. When they touched it, it would immediately close.

Main Idea : The couple found a little plant that was very sensitive in the bushes  
 Question : What the couple found?

So they thought that the plant was their daughter, Maria. They called the plant "Makahiya" that meant "touch me not," like their daughter who was always very shy.

Main Idea : The couple called the plant "Makahiya"  
 Question : Why the couple called the plant "Makahiya"?

### **CLARIFYING**

They called her Maria.

They refers to the couple. How do you know?

Her refer to Maria. How do you know?

The Spaniards were very cruel.

Cruel means kejam. How do you know? ali kamus / from the text above

The couple was very frightened to lose their daughter.

Lose means kehilangan. How do you know? from the text above

When they touched it, it would immediately close.

Immediately means Segera. How do you know? from the text above



**SUMMARIZING**

Long time Ago, there was a couple, they have a daughter named Maria. The Couple frightened to lose Maria because Spaniards came. And then The Couple found a little plant that was sensitive in the bushes. Then the couple called the plant "Mahakiya"

To recheck your comprehension, answer the following questions:

1. What is the story about?
2. Why did the couple hide their daughter?
3. Why did the couple name the plant "Mahakiya"?

Answer :

1. The story about the legend of Mahakiya
2. The couple hide their daughter because they was very Frightened to lose their daughter
3. Because the plant really sensitive and Mahakiya It meant touch me not.

M. Lacey, E



## READING COMPREHENSION

### FOUR KEY STRATEGIES

#### PREDICTING

##### The Legend of Mahakiya

According to the title above, the story will probably be about the legend of Mahakiya, why people called "mahakiya", the history of Mahakiya and why people in near Mahakiya called a Mahakiya.

#### QUESTIONING

Long time ago, there was a couple in Barangay Masagana who wanted a daughter. Their wish was granted and the wife gave birth to a baby girl. They called her Maria. Maria was very beautiful but very shy that she wouldn't go out from their house.

Main Idea : the couple wanted a daughter and the wife gave birth to a baby girl

Question : who is the baby's name

Weeks later, Spaniards came to their town. The Spaniards were very cruel. They robbed houses and killed everyone who refused to give what they wanted. The couple was very frightened to lose their daughter. They hid Maria in the bushes so that the Spaniards couldn't find her.

Main Idea : the spaniards robbed houses, so the couple hide Maria in the bushes

Question : why the couple hide her?

After the Spaniards left their town, the couple tried to look for Maria but they couldn't find her in the bushes where they hid her, instead they found a little plant that was very sensitive. When they touched it, it would immediately close.

Main Idea : the couple couldn't find her, instead they found a little plant

Question : how is the plant is?

So they thought that the plant was their daughter, Maria. They called the plant "Makahiya" that meant "touch me not," like their daughter who was always very shy.

Main Idea : they called the plant "makahiya"

Question : what is the mean of makahiya?

### **CLARIFYING**

They called her Maria.

They refers to the couple. How do you know?

Her refer to their child. How do you know?

The Spaniards were very cruel.

Cruel means evil. How do you know?

The couple was very frightened to lose their daughter.

Lose means missing. How do you know?

When they touched it, it would immediately close.

Immediately means soon. How do you know?

**SUMMARIZING**

The couple wanted a daughter, and the wife gave birth to a baby girl. The Spaniards robbed her. So the couple hid her in the bushes. The couple could not find her, instead they found a little plant. They called the plant "Mahakiya".

To recheck your comprehension, answer the following questions:

1. What is the story about? the story about the legend of Mahakiya
2. Why did the couple hide their daughter? they frightened to lose their daughter
3. Why did the couple name the plant "Mahakiya"? just like their daughter who was very shy  
it means "touch me not"

**READING COMPREHENSION**  
**FOUR KEY STRATEGIES**

**PREDICTING**

**The Legend of Mahakiya**

According to the title above, the story will probably be about • What is the story behind Mahakiya?  
• What is Mahakiya?

**QUESTIONING**

Long time ago, there was a couple in Barangay Masagana who wanted a daughter.

- ① Their wish was granted and the wife gave birth to a baby girl. They called her Maria.  
Maria was very beautiful but very shy that she wouldn't go out from their house. ②

Main Idea : Couple wanted a daughter

Question : What did the couple want?

- ② Weeks later, Spaniards came to their town. The Spaniards were very cruel. They robbed houses and killed everyone who refused to give what they wanted. The couple was very frightened to lose their daughter. They hid Maria in the bushes so that the Spaniards couldn't find her. ④

Main Idea : Spaniards came to their house

Question : ~~What~~ Who was come to their house?

After the Spaniards left their town, the couple tried to look for Maria but they couldn't find her in the bushes where they hid her, instead they found a little plant that was very sensitive. When they touched it, it would immediately close. (5)

Main Idea : The couple tried to look for maria but they couldn't find her in the bushes  
 Question : Did the couple find Maria after the Spaniards left the town?

So they thought that the plant was their daughter, Maria. They called the plant "Makahiya" that meant "touch me not," like their daughter who was always very shy.

Main Idea : The couple thought that the plant was their daughter  
 Question : What did the couple ~~think~~ think to the plant?

#### **CLARIFYING**

They called her Maria.

They refers to The couple. How do you know?

Her refer to The baby. How do you know?

The Spaniards were very cruel.

Cruel means Jahat. How do you know?

The couple was very frightened to lose their daughter.

Lose means kahi kagan. How do you know?

When they touched it, it would immediately close.

Immediately means segera. How do you know?  
soon

**SUMMARIZING**

- They couple wanted a daughter
- The couple tried to look for maria but they couldn't find her in the bushes
- The couple thought that the plant was their daughter.

To recheck your comprehension, answer the following questions:

1. What is the story about?
2. Why did the couple hide their daughter?
3. Why did the couple name the plant "Mahakiya"?

1. The story about Mahakiya plant  
legend of
2. The couple hide their daughter bcs  
they are afraid Spaniards pick their daughter  
ff
3. Mahakiya meant touch me not because their  
daughter always shy.

Kho Phapin  
 kiky ~~Pradita~~  
 zakly Elyas

### The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was still unhappy because he wanted to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. But Dewi Mutiara did not like Kadita. She wanted her son to become a king in the future. *So Dewi Mutiara want to ~~murder~~ <sup>hurt</sup> Kadita. She pour a poison in the drink and gave it to Kadita. After Kadita drank she slept.*

When she woke up, Kadita found her body full of ulcer. It also smelled very bad. When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he sent his daughter away.

The princess went alone. She did not have anywhere to go. But she did not have any bad feeling towards her step mother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She decided jump into the water and swam.

*When she into the water, a magic happen Kadita was cured because she fall into the water. But when she out from water her body full of ulcer again. She think ~~that~~ if she get from water she will sick again. Then she did not out from water again and held a kingdom in south ocean.*



Arthagina M.M 6/X 1151  
 Noviani W 10/X 1151

### The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was still unhappy because he wanted to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. But Dewi Mutiara did not like Kadita. She wanted her son to become a king in the future. Dewi Mutiara  
curse Kadita.

When she woke up, Kadita found her body full of ulcer. It also smelled very bad. When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he sent his daughter away.

The princess went alone. She did not have anywhere to go. But she did not have any bad feeling towards her step mother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She decided jump into the water and swam.

suddenly there was a miracle. The ocean water cured her  
illness. she became more beautiful than before and then  
she also had a power to command the whole South  
Ocean. She became a fairy called Nyi Roro Kidul

Aisah Diana Putri (03)  
 Iin Nur Rahmawati (14)

### The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was still unhappy because he wanted to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. But Dewi Mutiara did not like Kadita. She wanted her son to become a king in the future. *so she get rid out. Dewi Mutiara went to peranakan for Kadita get ulcer.*

When she woke up, Kadita found her body full of ulcer. It also smelled very bad. When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he sent his daughter away.

The princess went alone. She did not have anywhere to go. But she did not have any bad feeling towards her step mother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She decided jump into the water and swam.

*After that the ulcer dissipated, her skin very softy and brighty. She become more beautiful then become. She also got power from the sea. She didn't back to her family, and she built a kingdom in the sea. Kadita as a Queen of the South Ocean. the immortal called her Nyi Roro Kidul.*

Agnisia S.P.  
Lameffa P.W.

### The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was still unhappy because he wanted to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. But Dewi Mutiara did not like Kadita. She wanted her son to become a king in the future. *then she step mother went to paranormal to harm kadita*

When she woke up, Kadita found her body full of ulcer. It also smelled very bad. When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he sent his daughter away.

The princess went alone. She did not have anywhere to go. But she did not have any bad feeling towards her step mother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She decided jump into the water and swam.

*And finally kadita recovered from his illness and she become beautiful. She didn't want to go home and she become princess byl Roro Kidul.*

No. \_\_\_\_\_

Date: \_\_\_\_\_

### The legend of Pineapple

Once upon a time, there was a poor woman lived with her spoiled daughter, Pina. Pina was very lazy and Pina never help her mother. When her mother ask for help, Pina said that she cannot find the thing to help. For example, when her mother want her to sweep the floor, she cannot find the broom.

One day, her mother was very sick. She asked Pina for help. She asked and asked again. She called Pina but Pina never come to help. Finally, she became angry and force Pina to help. When her mother waiting for Pina, she saw Pina played in the garden. She asked Pina the reason she cannot help. Pina said that she cannot find the ladle to make porridge. Then, her mother cursed Pina to have a thousand eyes so that she can find the things to help.

When her mother heal from sickness. She tried to find Pina, but she cannot. In the place where Pina played for the last time, there is a strange fruit. The fruit had a thousand eyes. She remember the curse and think that the fruit is Pina. She called it Pineapple.

No. \_\_\_\_\_

Date: \_\_\_\_\_

### The legend of Pineapple

There was a poor woman. She lived with her daughter. Her daughter was lazy. She never help mother to work. She said that she never find the object to work. For example, she could not find the broom to sweep the floor.

One day, the mother was sick. She wants to eat porridge. She asked pina to make it. But, Pina said that she could not find the ladle. Her mother become angry and curse Pina.

"I wish you had a thousand eyes, so you will find the objects, so you can help." Then she leave Pina and make porridge by herself.

After she was not sick anymore, she looked for Pina. She could not find her anywhere. She find a fruit with a thousand eyes. She believes that it is Pina. Pina become a fruit because her curse. She called the fruit Pineapple. She loved the plant like she loved Pina.

# **APPENDIX L**

# **PHOTOGRAPHS**



**Picture 1: The students work in groups.**



**Picture 2: The students work individually.**





**Picture 3: The students volunteer to answer questions and to share opinions.**



**Picture 4: The researcher monitors the class.**





**Picture 5: The researcher assists group discussions.**



**Picture 6: The student asks for researcher's assistance.**



**Picture 7: The researcher gives explanations in front of the class.**



**Picture 8: The students work in pairs.**

# **APPENDIX M**

## **PERMIT LETTERS**





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

operatori@yeko.com

**SURAT KETERANGAN / IJIN**

070/REG/v/745/4/2015

Mem baca Surat : KASUBBAG PENDIDIKAN FBS Nomor : 427H/UN34.12/DT/IV/2015  
 Tanggal : 28 APRIL 2015 Perihal : IJIN PENELITIAN/RISET

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Pengurusan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2006, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RETNO PALUPI DYAH AMBARSUWI NIP/NIM : 11202244008  
 Alamat : FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA  
 Judul : IMPROVING READING COMPREHENSION OF GRADE X IIS 1 STUDENTS AT SMAN 1 KASIHAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH THE USE OF RECIPROCAL TEACHING  
 Lokasi : DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY  
 Waktu : 29 APRIL 2015 s.d 29 JULI 2015

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui instansi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap instansi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
 Pada tanggal 29 APRIL 2015  
 A.n Sekretaris Daerah  
 Asisten Perekonomian dan Pembangunan  
 Ub.  
 Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

**SURAT KETERANGAN/IZIN**

**Nomor : 070 / Reg / 2010 / S1 / 2015**

<b>Menunjuk Surat</b>	Dari : Sekretariat Daerah DIY Tanggal : 29 April 2015	Nomor : 070/REG/V/745/4/2015 Perihal : <b>IJIN PENELITIAN/RISET</b>
<b>Mengingat</b>	<ul style="list-style-type: none"> <li>a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;</li> <li>b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;</li> <li>c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.</li> </ul>	
<b>Diizinkan kepada</b>	<p>Nama : <b>RETNO PALUPI DYAH AMBARSWI</b></p> <p>P. T / Alamat : <b>Fakultas Bahasa dan Seni UNY Karangmalang</b></p> <p>NIP/NIM/No. KTP : <b>3404014905940004</b></p> <p>Nomor Telp./HP : <b>085743066577</b></p> <p>Tema/Judul Kegiatan : <b>IMPROVING READING COMPREHENSION OF GRADE X IIS 1 STUDENTS AT SMAN 1 KASIHAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH THE USE OF RECIPROCAL TEACHING</b></p> <p>Lokasi : <b>SMAN 1 KASIHAN</b></p> <p>Waktu : <b>29 April 2015 s/d 29 Juli 2015</b></p>	

**Dengan ketentuan sebagai berikut :**

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : **B a n t u l**  
Pada tanggal : **29 April 2015**

A.n. Kepala,  
Kepala Bidang Data Penelitian dan  
Pengembangan, U.b. Kasubbid.  
Libeng  
  
**Heny Endrawati, S.P., M.P.**  
NIP. 197106081998032004

**Tembusan disampaikan kepada Yth.**

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
4. Ka. SMA Negeri 1 Kasihan
5. Dekan Fakultas Bahasa dan Seni UNY
6. Yang Bersangkutan (Pemohon)